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ABSTRACT

This instructional unit on shopping is one of six Adult Competency Education Learning Modules designed for use in a program of competency-based instruction for students with reading levels of 4.0-7.5. It is self-contained and designed for immediate classroom use. Each module is a complete instructional package, including Adult Performance Level objectives, curriculum outline, pre/posttest with answer key, lesson plans, teacher and student activities, skill documentation, informational materials, and worksheets. A developmental math curriculum is incorporated into the module. To facilitate use of the modules in a math program, all math worksheets are presented at four varying levels of ability. A key to the math worksheet levels is provided. The nine lessons in this module cover these topics: Introduction, Figuring Prices, Price Per Serving, How Do You Rate as a Careful Shopper?, Open Dating, Labels, Unit Pricing, Computerizing Supermarket Check-Out, and Field Trip. (YLB)

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SHOPPING

AN

ADULT COMPETENCY EDUCATION LEARNING MODULE

BY

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....SPECIAL AND PROFOUND THANKS TO MS. WANDA KOSINSKI, WHO TYPED THE FINAL MANUSCRIPT AND HELPED CONSIDERABLY IN ALL PHASES OF ITS PRODUCTION.

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PREFACE

The original module was produced in Plainfield, New Jersey as part of an experimental project, "Adult Competency Education: Research and Curriculum Development." In the course of the project a program of competency-based education was developed and instituted; this module was created for and used in an actual instructional program.

The Project was sponsored by the Plainfield Board of Education. Contact person for the project was Charles T. Carter, Director of Adult and Continuing Education.

While the concept of competency-based education is gaining increasing acceptance among adult educators the implementation of programs based on the concept is lagging behind. This project is an effort to bridge the gap between the formulation of an educational theory and the expression of that theory in actual classroom experience. This transition could not have been made without the participation of the Adult Basic Education students who became involved in a program of competency-based instruction, used the materials as they were developed and revised, and contributed their ideas and responses. The Project Staff extends its deepest appreciation to the students involved in the Project.

The Project Staff also wishes to express gratitude to the fleet of skillful typists: Dorothy Willison, Shirley Gaines, Barbara O'Neill and Barbara Willison.

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INTRODUCTION TO THE LEARNING MODULES

The Adult Competency Education Learning Modules are instructional units designed for use in a program of competency-based instruction. Each module is a complete instructional package, including objectives, curriculum outline, lesson plans, teacher and student activities, skill documentation, materials and worksheets. Insofar as possible, the modules were designed for immediate classroom use; a teacher can familiarize himself with the contents and teach directly from the package without searching for or creating materials.

The packages were developed and tested in a program of competency-based education for Adult Basic Education students. Students who used the materials had reading levels of 4.0 to 7.5. While some materials are more difficult than others, reading materials included in the modules are within the grasp of this reading range. Students outside this range may find some of the materials useful as well.

I.

Competency-based education addresses itself to both academic skills and life-coping skills. The latter thrust centers on five (5) content areas: Consumer Economics, Health, Government & Law, Occupational Knowledge and Community Resources. Each Learning Module begins with CBAE Objectives covered within. The scope of a module is determined by the logical evolution of the lesson content. The lessons were not designed to exhaust each objective's subject matter; they rather present a quantity of content area material which can reasonably be taught as a unit.

II.

Following the Objectives is the Index to Lessons, a brief curriculum outline and guide to materials. The Index lists the Lessons to be presented, summarizes the content of each unit, and charts the necessary materials. Wherever possible actual materials (worksheets, answer keys, pamphlets, etc.) are included; the teacher wishing to teach from the module need only reproduce and distribute the material.

The Lessons within a module are designed to follow-up and reinforce one another. While lessons may be skipped or rearranged if the teacher desires, the teacher who does so should check both content area and skill development to be sure nothing critical is lost in the rearrangement.

III.

The Activity Outline for each lesson contains a step-by-step enumeration of student and teacher activities. Since the ABE population is varied in background and ability, instructional guidance in academic skills is limited; the emphasis is on student activities, with the teacher supplying instruction wherever necessary. Student activities usually refer directly to concrete materials; when a less structured activity--such as a discussion--is called for, questions are supplied or guidelines for discussion are included in the Activity Outline. On the Activity Outline sheet, each student activity is correlated with the ABE skills which are exercised by that particular activity. This skill documentation can be useful in scheduling lessons; the teacher can present lessons in sequence according to the complexity of the academic skills involved.

IV.

White pages, activity cards, and actual materials (labels, pamphlets, schedules) are intended for the student's use. Most worksheets have answer keys, permitting students to check their own work; some of the more subjective questions will require teacher evaluation.

Math: A developmental math curriculum has been incorporated into these modules. To facilitate use of the modules in a math program, all math worksheets have been prepared at 4 varying levels of ability. An interpretation of these levels follows.

KEY TO MATH WORKSHEET LEVELS

Level I Whole Numbers
Addition: Single and double digits. No carrying.
Subtraction: Single and double digits. No borrowing.
Multiplication: Single and double digits. No carrying.
Division: Short division. No regrouping.

Level II Whole Numbers
Addition: Single and multiple digits. Carrying.
Subtraction: Single and multiple digits. Borrowing.
Multiplication: Multiple digits. Carrying.
Division: Long division. Regrouping.

Level III Decimals
Addition: Multiple digits. No carrying.
Subtraction: Multiple digits. No borrowing.
Multiplication: Multiple digits. No carrying.
Division: Short Division. No regrouping. No decimals in division.

Level IV Decimals
Addition: Multiple digits. Carrying.
Subtraction: Multiple digits. Borrowing.
Multiplication: Multiple digits. Carrying.
Division: Long Division. Regrouping. Rounding Off.

Math worksheets are characterized in the upper margin according to level and operation: for example, a sheet labeled II. A/S would contain problems in addition and subtraction on Level II.

Note: because of the functional similarities between levels I and III (the only difference being the decimal point) teachers may find it possible to introduce decimals at an early stage, in conjunction with level I. This enhances the authenticity of the lessons, since very few of our money transactions occur entirely with whole numbers.

Objectives
Competency Based
Adult Education
Learning Module

SHOPPING

APL Area	Consumer Economics
APL Objectives:	CE 1 To build an oral and written consumer economics vocabulary.
	CE 7 To be aware of the principles of comparison shopping, and to be aware of the relationship of price to quality among brand names, and between firsts and seconds, and to be able to substitute economy for quality according to individual needs.
Related APL Objectives:	CE 4 To be aware of the basic principles of money management, including knowing the basics of consumer decision-making.
	CE 9 To be able to take advantage of sales by knowing where to find them, by planning for their eventuality, and by being able to determine which are of worthwhile value to the individual.
	CE 10 To be aware of advertising techniques and to recognize appropriate and inappropriate forms of selling and advertising.

COMPETENCY BASED ADULT EDUCATION
LEARNING MODULE

CURRICULUM OUTLINE	MATERIALS
I. Lesson 1: Introduction	
A. Stimulus Activity: Show Mississippi E T V Videotape Just Aroung the Corner, "Comparison Shopping", and discuss;	Videotape Just Around the Corner, "Comparison Shopping" (published by Cambridge Book Company)
OR	
Demonstrate content and value differences between two equally priced bags of groceries, and discuss.	Bags of groceries
B. Study vocabulary	Worksheet p. 2 - 3
C. Read introductory article, "Shopping".	Worksheet p. 4 - 5
D. Work spelling exercises using vocabulary list and article.	Worksheet and Answer Key p. 6
E. Discuss shopping, using vocabulary list, article and questions. Discussion may be oral and/or written.	Worksheet p. 7 - 8
II. Lesson 2: Figuring Prices	
A. Introductory worksheet: number concept exercises.	Worksheet and Answer Key p. 2 - 2a
B. Addition and Subtraction problems, levels I, II, III, IV.	Worksheet p. 3, 5, 7, 9 Answer Key p. 4, 6, 8, 10
C. Multiplication and division problems, levels I, II, III, IV.	Worksheet p. 11, 13, 15, 17 Answer Key p. 12, 14, 16, 18, 19

CURRICULUM OUTLINE	MATERIALS
D. Word Problems: A/S, M/D, levels, I, II, III, IV.	Worksheet and Answer Key p. 20-27
III. Lesson 3: Price Per Serving	
Division, levels I, II, III, IV: calculate price per serving	Worksheet p. 2, 3, 5, 6 Answer key p. 7-8
IV. Lesson 4: How Do You Rate As A Careful Shopper?	
Reads article and answers questions in writing.	Newspaper article p. 2 - 3 Worksheet p. 4 Answer key p. 5
V. Lesson 5: Open Dating	
Read brochure and answer questions in writing.	A & P brochure "Open Dating" Worksheet p. 2 Answer key p. 3
Locate dating information on labels.	Worksheet: labels p. 4
VI. Lesson 6: Labels	
A. Nutrition Labeling Read brochure and answer questions in writing.	A & P brochure "Nutrition Labeling Worksheet p. 3 Answer Key p. 4
B. Tomato Soup Study label and answer comprehension questions.	Tomato soup label and questions p. 5 Answer key p. 6
C. Cereal Boxes Read box labels and answer questions to compare brands and ingredients.	Cereal box labels p. 7 Worksheet p. 8 Answer key p. 9
D. Labels Study page of labels and report on kinds of information provided.	Worksheet: labels p. 10

CURRICULUM OUTLINE	MATERIALS
VII. Lesson 7 : Unit Pricing	
A. Read brochure. Answer comprehension questions in writing.	A & P brochure "Unit Pricing" Worksheet p. 2 Answer key p. 3
B. Worksheets in finding unit price and using unit price to make comparisions. Division, levels I, II, III, IV.	Worksheet p. 4, 5, 7, 8 Answer key p. 6, 9
VIII. Lesson 8 : Computerizing Supermarket Check-Out	
A. Read booklet and answer questions in writing.	HEW booklet "Computerizing Supermarket Checkout," p. 2, 3, 4 Worksheet p. 5 Answer key p. 6
B. Locate Universal Product Code on labels.	Worksheet: labels p. 7
IX. Field Trip	
A. Plan group visit to supermarket, or arrange for individual visits to different markets.	
B. Distribute activity cards. Students will complete activities and write answers on cards.	Activity Cards p. 2 - 3

CBAE Pre Test
and Post Test
Plainfield CBAE
Shopping

Choose the Best Answer to These Questions

1. The brand name tells you

   a. the store that sells the food
   b. the company that makes the food
   c. the type of food in the package

2. Orange juice sells at 3 cans for 60¢. How much are two cans?

   a. 40¢
   b. 60¢
   c. 30¢

3. Which is the better buy on sugar?

   a. one pound for 39¢
   b. two pounds for 79¢
   c. five pounds for $1.50

4. A can of corn gives 4 servings and costs 39¢. What is the cost per serving?

   a. 9.75¢
   b. 10¢
   c. 8.5¢

5. A careful shopper

   a. shops twice a week
   b. uses the same store
   c. makes a list

6. Impulse buying is

   a. buying something you cannot afford
   b. buying something you had not planned to buy
   c. buying something you do not really need

7. A nutrition label

   a. tells the price
   b. tells the vitamins
   c. tells the recipe

8. What is RDA?

   a. how much you should eat
   b. how many calories in a food
   c. a government agency

9. Open dating tells the freshness date to

   a. the government
   b. the store
   c. the customer

10. Which would be sold by count?

   a. peanut butter
   b. waxed paper
   c. paper napkins

11. Peanut butter costs 96¢ for 12 ounces. What is the price per ounce?

   a. 9¢
   b. 8¢
   c. 7¢

12. The universal product code will

   a. tell the price to a computer
   b. tell the price to a customer
   c. tell the price to a store

Answers

1. b	2. a	3. c	4. a
5. c	6. b	7. b	8. a
9. c	10. c	11. b	12. a

CBAE Activities	ABE Skills
Stimulus: Student views and discusses a videotape on the value of comparison shopping.	Speaking and listening Problem solving
Alternate Stimulus: Teacher brings in 2 bags of groceries with contents having the same total price, but greater quantity in one bag. Demonstrate money stretching devices used to produce the difference (store brands, cheaper cuts, less junk food, sale items, etc.) Discuss these concepts.	Speaking and listening Problem solving
Student reads and studies a list of vocabulary words related to shopping.	Reading Vocabulary Spelling
Student reads passage outlining basic concepts in shopping skills.	Reading
Student completes spelling exercises involving vocabulary words.	Reading Spelling
Student reads and answers questions on comparison shopping, drawing on reading passages and on personal experience.	Reading: main idea details inference drawing conclusions Writing Speaking and listening
Student examines through these questions basic shopping skills including practical, economic, and psychological considerations.	Problem solving Reading and writing Speaking and listening

SHOPPING VOCABULARY

grocery list:	a list of what you plan to buy
menu planning:	a plan of what you will cook and eat
comparison shopping:	comparing different sizes and different brands for price and quality
brand name:	item which is made or packaged by a private company - Del Monte, Nabisco, etc.
store brand:	item which is made or packaged by the store. Store brands may cost less.
quality:	how good is it?
quantity:	how much is there?
price:	how much does it cost?
consumer:	person who spends money
customer:	person who buys something
coupon:	ticket which gives you a cheaper price. Coupons are found in newspapers and magazines, on boxes, etc. Manufacturer's coupon: put out by the company which makes the product. Store coupon: put out by the store.
convenience food:	food already prepared (like macaroni and cheese or frozen dinners); may cost more
produce:	fresh fruits and vegetables
extra-ripe produce:	may cost less, but must be used right away
butcher:	person who cuts up meat
bargain:	a good deal

special: item on sale. "They have a special on sugar at the ABC Market."

size: how big an item or container do you need?

container: a package, like a can, box, or carton

freshness: how fresh is a product? How long will it last?

dating: numbers on the package tell how fresh it is

storage time: how long a product can be kept

advertisement: information and sales on television or in the newspaper. Ads tell you what is available, what is on sale; they also try to attract you into the store.

unit price: the price of a single unit (per ounce, per pound, etc.) Unit pricing is used to compare prices.

nutrition: the value a food has for your health

impulse buying: buying something you had not planned to buy

purchase: to buy something

label: words on a can or box. Labels give information on nutrition, use, and storage.

food stamps: used instead of cash to purchase food

location of market: where the store is; how far you must go to shop

bent cans: may damage the food inside

SHOPPING

Shopping for food is an important part of our daily activity. It is also an important part of our budget. The cost of buying food has risen so much that we have to be very careful to stretch our food dollars.

What you buy affects your food budget. Obviously expensive meats will add to the total cost. But there are hidden costs, too. Buying food which will spoil too quickly and have to be thrown away is expensive. Buying more than you need costs you money. Convenience foods have hidden costs too. When you don't fix the food yourself, you must pay someone else to do it.

Where you buy food also affects your food budget. Neighborhood groceries often cost more than big supermarkets. Markets in certain neighborhoods may be more expensive. If you just need a loaf of bread, a carton of eggs, or a quart of milk, a nearby store is easier and saves on gas. But for a big order, use a cheaper store, even if it is further away.

How much you buy also affects your budget. Sometimes a bigger package is cheaper, but not always. Check the unit price (price per pound or per ounce) to be sure. If you can't use it all before it spoils, don't buy it. Sometimes buying large quantities saves you money. Just be sure it will last until you can use it.

What brand you buy affects your food budget. Store brands are often cheaper. Compare prices and quality; then decide.

How you buy food affects your budget. If you plan carefully, you avoid costly impulse buying and unnecessary purchases. Using advertisements to choose your store and to plan your list saves money. Using coupons can save money. Only use a coupon for something you need anyway; if you don't need it, it's no bargain. Comparing prices saves you money too. Compare different brands and sizes. Sometimes it is hard to compare foods. Vegetables can be fresh, frozen, or canned. To compare, check the price and the number of servings.

SPELLING

In each group of words below, one word is not spelled correctly.

Circle the word which is incorrect.

cash	location	price
buget	market	brand
vegetable	lofe	lable
carten	dozen	speshal
storage	packige	expensive
sugar	orange	frozen
coopon	convenience	quality
fresh	quort	impulse
serving	grocery	produse

ANSWER KEY

cash	location	price
buget	market	brand
vegetable	lofe	lable
carten	dozen	speshal
storage	packige	expensive
sugar	orange	frozen
coopon	convenience	quality
fresh	quort	impulse
serving	grocery	produse

Worksheet
Shopping
Lesson 1
Introduction
p.6

QUESTIONS FOR DISCUSSION

1. How often do you grocery shop?

2. Do you shop alone, with another member of the family, or with a friend? Which is best?

3. How do you get to the store?

4. What preparation do you need before shopping?

5. Is there an advantage to making a shopping list? Explain.

6. Is there any merit in planning a week's menu before buying food? Explain.

7. What are some of the items that can be bought in large quantities and can be kept for more than a week?

8. Do you buy brand name or store brand items? Why?

9. Why is it important to check dates that appear on food?

10. Are fresh vegetables and fruits found in a reduced price section of the display counter always a good buy? Explain.

11. What are the dangers of shopping on an empty stomach?

12. Are coupons that are found in the papers, flyers, and magazines of any value to the consumer? Explain.

13. Why do stores offer coupons, discounts, and sales? How does the store benefit?

14. Is there a value to shopping by the week at the market as opposed to shopping for each meal at the corner store? Explain.

15. Does T.V. influence the shopper? How?

16. How do T.V. advertisements get paid for? Newspaper ads?

17. How can you use advertisements to plan and to save money?

18. Do you always save money if you shop where the sales are? Explain.

19. What do you think about buying a giant box of soap with a towel or a toy inside?

20. Is a large size always a bargain? Why or why not?

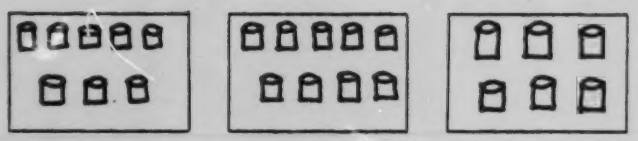
FIGURING PRICES

CBAE Activities	ABE Skills
Student performs activities and exchanges involving quantities and money	Computation: number concepts
Student calculates a variety of shopping-related problems, including: several purchases comparison of prices figuring change multiple purchase unit purchase	Problem solving Computation: addition subtraction multiplication division rounding off whole numbers and decimals
Student works word problems involving shopping/computational skills	Problem solving Computation: addition subtraction multiplication division of whole numbers and decimals

I. How many cans in each box?

Which has the most?

Which has the least?



II. Write the words:

2¢ _____

70¢ _____

29¢ _____

Write the number:

nineteen cents _____

four cents _____

ninety-eight cents _____

III. Change from cents to dollars. MODEL: 42¢ = $.42 3¢ = $.03

1. 50¢ = _____
2. 92¢ = _____
3. 35¢ = _____
4. 9¢ = _____
5. 10¢ = _____
6. 44¢ = _____
7. 1¢ = _____
8. 75¢ = _____
9. 5¢ = _____
10. 99¢ = _____

IV. Change from dollars to cents. MODEL: $.98 = 98¢ $.08 = 8¢

1. $.88 = _____
2. $.32 = _____
3. $.62 = _____
4. $.04 = _____
5. $.19 = _____
6. $.79 = _____
7. $.51 = _____
8. $.06 = _____
9. $.29 = _____
10. $.07 = _____

V. Write the following money amounts. MODEL: one penny = 1¢ = $.01

1. one nickel = ____¢ = $.
2. one dime = ____¢ = $.
3. one quarter = ____¢ = $.
4. fifty cents = ____¢ = $.
5. seven cents = ____¢ = $.
6. eighty-five cents = ____¢ = $.
7. one dollar = $.
8. fifty dollars = $.
9. two dollars and seventy cents = $.
10. one dollar and twenty-nine cents = $.
11. thirteen dollars and one cent = $.
12. twenty dollars and five cents = $.

I. A has 8 cans B has 9 cans C has 6 cans

B has the most; C has the least.

II.

2¢	two cents	nineteen cents	19¢
70¢	seventy cents	four cents	4¢
29¢	twenty-nine cents	ninety-eight cents	98¢

III.

1.	$.50	5.	$.10	9.	$.05
2.	$.92	6.	$.44	10.	$.99
3.	$.35	7.	$.01		
4.	$.09	8.	$.75		

IV.

1.	88¢	5.	19¢	9.	29¢
2.	32¢	6.	79¢	10.	7¢
3.	62¢	7.	51¢		
4.	4¢	8.	6¢		

V.

1. 5¢ , $ .05
2. 10¢ , $ .10
3. 25¢ , $ .25
4. 50¢ , $ .50
5. 7¢ , $ .07
6. 85¢ , $ .85
7. $1.00
8. $50.00
9. $2.70
10. $1.29
11. $13.01
12. $20.05

ADD THE LISTS: To find the total cost of two or more items, add the prices.

MODEL: Item A 14¢ Item A $5
Item B +23¢ Item B +$4
37¢ total cost $9 total cost

1.	Item A	$4	$6	$3	$2	$13
	Item B	+$2	+$3	+$2	+$7	+$42
2.	Item A	12¢	34¢	90¢	63¢	42¢
	Item B	+57¢	+62¢	+ 5¢	+26¢	+55¢
3.	Item A	67¢	85¢	23¢	56¢	60¢
	Item B	+22¢	+13¢	+75¢	+10¢	+19¢
4.	Item A	85¢	21¢	45¢	68¢	34¢
	Item B	+11¢	+ 8¢	+14¢	+11¢	+50¢
5.	Item A	10¢	16¢	45¢	38¢	23¢
	Item B	24¢	32¢	31¢	50¢	52¢
	Item C	+42¢	+50¢	+12¢	+11¢	+ 4¢
6.	Item A	$41	$34	$13	$56	$10
	Item B	$12	$22	$ 3	$ 2	$30
	Item C	$23	$12	$41	$20	$47

COMPARE PRICES: To compare two prices, find the difference between the prices.

MODEL: Brand X 25¢
Brand Y -23¢ Brand Y is 2¢ cheaper.
2¢

1.	Brand X	6¢	49¢	57¢	78¢	93¢
	Brand Y	-5¢	-37¢	-46¢	-77¢	-90¢
2.	Brand X	67¢	79¢	24¢	18¢	13¢
	Brand Y	-65¢	-59¢	-23¢	-15¢	- 9¢

FIND THE CHANGE: To find change, subtract the price from the amount given.

MODEL: You give 35¢ You give $11
Item cost -30¢ Item cost - 6
5¢ change $ 5 change

1.	You give	25¢	15¢	50¢	$5	$17
	Item cost	-20¢	-12¢	-30¢	-$2	-$16
2.	You give	$9	$11	$15	$17	$13
	Item cost	-$5	-$ 6	-$ 8	-$ 9	-$ 6
3.	You give	35¢	25¢	75¢	$10	$10
	Item cost	-32¢	-23¢	-51¢	-$ 5	-$ 8

ADD THE LISTS:

1.	Item A	$4	$6	$3	$2	$13
	Item B	+$2	+$3	+$2	+$7	+$42
		$6	$9	$5	$9	$55
2.	Item A	12¢	34¢	90¢	63¢	42¢
	Item B	+57¢	+62¢	+5¢	+26¢	+55¢
		69¢	96¢	95¢	89¢	97¢
3.	Item A	67¢	85¢	23¢	56¢	60¢
	Item B	+22¢	+13¢	+75¢	+10¢	+19¢
		89¢	98¢	98¢	66¢	79¢
4.	Item A	85¢	21¢	45¢	68¢	34¢
	Item B	+11¢	+8¢	+14¢	+11¢	+50¢
		96¢	29¢	59¢	79¢	84¢
5.	Item A	10¢	16¢	45¢	38¢	23¢
	Item B	24¢	32¢	31¢	50¢	52¢
	Item C	+42¢	+50¢	+12¢	+11¢	+ 4¢
		76¢	98¢	88¢	99¢	79¢
6.	Item A	$41	$34	$13	$56	$10
	Item B	12	22	3	2	30
	Item C	+23	+12	+41	+20	+47
		$76	$68	$57	$78	$87

COMPARE PRICES:

1.	Brand X	6¢	49¢	57¢	78¢	93¢
	Brand Y	-5¢	-37¢	-46¢	-77¢	-90¢
		1¢	12¢	11¢	1¢	3¢
2.	Brand X	67¢	79¢	24¢	18¢	13¢
	Brand Y	-65¢	-59¢	-23¢	-15¢	- 9¢
		2¢	20¢	1¢	3¢	4¢

FIND THE CHANGE:

1.	You give	25¢	15¢	50¢	$5	$17
	Item cost	-20¢	-12¢	-30¢	-2	-16
		5¢	3¢	20¢	$3	$ 1
2.	You give	$9	$11	$15	$17	$13
	Item cost	-5	- 6	- 8	- 9	- 6
		$4	$ 5	$ 7	$ 8	$ 7
3.	You give	35¢	25¢	75¢	$10	$10
	Item cost	-32¢	-23¢	-51¢	- 5	- 8
		3¢	2¢	24¢	$ 5	$ 2

ADD THE LISTS: To find the total cost of two or more items, add the prices. MODEL: Item A 53¢
Item B +38¢
total cost 91¢

1.	Item A	67¢	27¢	34¢	89¢	43¢
	Item B	+14¢	+45¢	+29¢	+ 5¢	+37¢
2.	Item A	78¢	56¢	74¢	36¢	21¢
	Item B	+19¢	+ 5¢	+17¢	+25¢	+19¢
3.	Item A	67¢	78¢	12¢	25¢	59¢
	Item B	+29¢	+18¢	+ 8¢	+37¢	+ 7¢
4.	Item A	68¢	45¢	63¢	29¢	35¢
	Item B	19¢	28¢	18¢	36¢	27¢
	Item C	+ 7¢	+19¢	+ 9¢	+15¢	+26¢
5.	Item A	34¢	45¢	71¢	48¢	29¢
	Item B	26¢	26¢	7¢	19¢	39¢
	Item C	+17¢	+23¢	+ 8¢	+27¢	+ 9¢
6.	Item A	$23	$645	$97	$358	$837
	Item B	+ 49	+ 438	+ 6	+ 447	+ 168

COMPARE PRICES: To compare prices, find the difference between the prices.
MODEL: Brand X 26¢
Brand Y -19¢
7¢ Brand X is 7¢ more expensive.

1.	Brand X	65¢	73¢	57¢	$91	$92
	Brand Y	-59¢	-68¢	-39¢	- 89	- 79
2.	Brand X	65¢	83¢	95¢	$170	$290
	Brand Y	-57¢	-57¢	-88¢	- 158	- 187
3.	Brand X	88¢	26¢	82¢	71¢	$150
	Brand Y	-79¢	- 9¢	-73¢	-59¢	- 99

FIND THE CHANGE: To find change, subtract the price from the amount given.
MODEL: You give 80¢
Item cost -77¢
3¢ change

1.	You give	90¢	75¢	50¢	35¢	60¢
	Item cost	-83¢	-69¢	-38¢	-28¢	-57¢
2.	You give	50¢	75¢	30¢	$20	$50
	Item cost	-47¢	-58¢	-21¢	- 13	- 28

II. A/S Answers

ADD THE LISTS:

1.	Item A	67¢	27¢	34¢	89¢	43¢
	Item B	+14¢	+45¢	+29¢	+ 5¢	+37¢
		81¢	72¢	63¢	94¢	80¢
2.	Item A	78¢	56¢	74¢	36¢	21¢
	Item B	+19¢	+ 5¢	+17¢	+25¢	+19¢
		97¢	61¢	91¢	61¢	40¢
3.	Item A	67¢	78¢	12¢	25¢	59¢
	Item B	+29¢	+18¢	+ 8¢	+37¢	+ 7¢
		96¢	96¢	20¢	62¢	66¢
4.	Item A	68¢	45¢	63¢	29¢	35¢
	Item B	19¢	28¢	18¢	36¢	27¢
	Item C	+ 7¢	+19¢	+ 9¢	+15¢	+26¢
		94¢	92¢	90¢	80¢	88¢
5.	Item A	34¢	45¢	71¢	48¢	29¢
	Item B	26¢	26¢	7¢	19¢	39¢
	Item C	+17¢	+23¢	+ 8¢	+27¢	+ 9¢
		77¢	94¢	86¢	94¢	77¢
6.	Item A	$23	$645	$97	$358	$837
	Item B	+ 49	+ 438	+ 6	+ 447	+ 168
		$72	$1083	$103	$805	$1005

COMPARE PRICES:

1.	Brand X	65¢	73¢	57¢	$91	$92
	Brand Y	-59¢	-68¢	-39¢	- 89	- 79
		6¢	5¢	18¢	$ 2	$13
2.	Brand X	65¢	83¢	95¢	$170	$290
	Brand Y	-57¢	-57¢	-88¢	- 158	- 187
		8¢	26¢	7¢	$ 12	$103
3.	Brand X	88¢	26¢	82¢	71¢	$150
	Brand Y	-79¢	- 9¢	-73¢	-59¢	- 99
		9¢	17¢	9¢	12¢	$ 51

FIND THE CHANGE:

1.	You give	90¢	75¢	50¢	35¢	60¢
	Item cost	-83¢	-69¢	-38¢	-28¢	-57¢
		7¢	6¢	12¢	7¢	3¢
2.	You give	50¢	75¢	30¢	$20	$50
	Item cost	-47¢	-58¢	-21¢	- 13	- 28
		3¢	17¢	9¢	$ 7	$22

ADD THE LISTS: To find the total cost of two or more items, add the prices.

MODEL:

$4.23	$6.10
+ .65	+ 3.33
$4.88 total	$9.43 total

1.	Item A	$1.26	$4.50	$5.82	$4.53
	Item B	+3.32	+5.22	+3.14	+ .34
2.	Item A	$4.56	$5.80	$5.34	$3.25
	Item B	+3.12	+1.00	+3.45	+ .23
3.	Item A	$45.67	$32.61	$60.43	$51.13
	Item B	+23.21	+44.14	+39.35	+ 7.02
4.	Item A	$4.50	$3.81	$6.20	$9.22
	Item B	2.27	6.11	1.44	.34
	Item C	+1.10	+ .06	+2.15	.12
5.	Item A	$4.50	$6.02	$3.75	$2.11
	Item B	1.10	1.00	.10	4.10
	Item C	+2.00	+ .05	+3.10	+3.45
6.	Item A	$253.65	$142.23	$321.23	$450.09
	Item B	+ 15.10	+ 5.32	+243.55	+449.80

COMPARE PRICES: To compare prices, find the difference between the prices.

MODEL:

Brand X	$3.30	
Brand Y	-2.20	Brand Y is $1.10 cheaper.
	$1.10	

1.	Brand X	$4.50	$5.29	$3.34	$6.72
	Brand Y	-2.40	-4.17	-1.22	-4.31
2.	Brand X	$7.25	$54.98	$98.67	$12.45
	Brand Y	-4.05	-32.77	-66.32	-10.00
3.	Brand X	$34.67	$5.56	$14.86	$146.28
	Brand Y	-24.65	-2.05	-11.00	-145.16

FIND THE CHANGE: To find change, subtract the price from the amount given.

MODEL:

You give	$10.25
Item cost	- 9.15
	$ 1.10 change

1.	You give	$5.25	$5.35	$7.50	$20.75
	Item cost	-5.21	-4.35	-7.40	-10.73
2.	You give	$45.00	$52.25	$3.25	$50.75
	Item cost	-42.00	-42.25	-3.20	-30.62

III. A/S Answers

ADD THE LISTS:

1.	Item A	$1.26	$4.50	$5.82	$4.53
	Item B	+3.32	+5.22	+3.14	+ .34
		$4.58	$9.72	$8.96	$4.87
2.	Item A	$4.56	$5.80	$5.34	$3.25
	Item B	+3.12	+1.00	+3.45	+ .23
		$7.68	$6.80	$8.79	$3.48
3.	Item A	$45.67	$32.61	$60.43	$51.13
	Item B	+23.21	+44.14	+39.35	+ 7.02
		$68.88	$76.75	$99.78	$58.15
4.	Item A	$4.50	$3.81	$6.20	$9.22
	Item B	2.27	6.11	1.44	.34
		+1.10	+ .06	+2.15	+ .12
		$7.87	$9.98	$9.79	$9.68
5.	Item A	$4.50	$6.02	$3.75	$2.11
	Item B	1.10	1.00	.10	4.10
	Item C	+2.00	+ .05	+3.10	+3.45
		$7.60	$7.07	$6.95	$9.66
6.	Item A	$253.65	$142.23	$321.23	$450.09
	Item B	+ 15.10	+ 5.32	+243.55	+449.80
		$268.75	$147.55	$564.78	$899.89

COMPARE THE PRICES:

1.	Brand X	$4.50	$5.29	$3.34	$6.72
	Brand Y	-2.40	-4.17	-1.22	-4.31
		$2.10	$1.12	$2.12	$2.41
2.	Brand X	$7.25	$54.98	$98.67	$12.45
	Brand Y	-4.05	-32.77	-66.32	-10.00
		$3.20	$22.21	$32.35	$ 2.45
3.	Brand X	$34.67	$5.56	$14.86	$146.28
	Brand Y	-24.65	-2.05	-11.00	-145.16
		$10.02	$3.51	$ 3.86	$ 1.12

FIND THE CHANGE:

1.	You give	$5.25	$5.35	$7.50	$20.75
	Item cost	-5.21	-4.35	-7.40	-10.73
		$ .04	$1.00	$ .10	$10.02
2.	You give	$45.00	$52.25	$3.25	$50.75
	Item cost	-42.00	-42.25	-3.20	-30.62
		$ 3.00	$10.00	$ .05	$20.13

ADD THE LISTS: To find the total cost of two or more items, add the prices.

MODEL:
$7.52
+6.98
$14.50 total

1.	Item A	$4.56	$5.98	$7.56	$5.76	$2.85
	Item B	3.57	+3.02	+ .89	+4.08	+5.86
2.	Item A	$45.89	$32.90	$56.98	$32.87	$76.93
	Item B	+ 9.50	+47.19	+67.99	+78.90	+87.56
3.	Item A	$4.39	$5.89	$29.98	$37.90	$32.96
	Item B	5.89	6.98	76.90	23.48	32.89
	Item C	+6.98	+7.46	+ 4.67	+32.45	+ 5.90
4.	Item A	$45.67	$6.23	$3.37	$9.08	$ 5.55
	Item B	6.78	+1.89	6.77	+4.05	+67.98
	Item C	+34.34		+9.10		
5.	Item A	$4.78	$5.79	$6.98	$13.95	$6.42
	Item B	6.89	7.54	9.32	5.50	3.23
	Item C	5.43	.34	5.34	6.78	9.10
	Item D	+8.23	+4.56	+1.23	+ 3.45	+5.67

COMPARE PRICES: To compare prices, find the difference between the prices.

MODEL:
Brand X $7.02
Brand Y -5.99
$1.03
Brand Y costs $1.03 less.

1.	Brand X	$5.65	$6.54	$28.06	$30.00	$23.23
	Brand Y	-4.99	-6.48	-15.58	-29.95	-16.68
2.	Brand X	$3.21	$9.82	$6.00	$42.56	$56.00
	Brand Y	-1.89	-7.76	-4.78	-39.99	-53.55

FIND THE CHANGE: To find change, subtract the price from the amount given.

1.	You give	$4.50	$5.00	$50.00	$100.00	$100.00
	Item cost	-4.37	-3.67	-12.29	- 69.45	- 52.20
2.	You give	$10.00	$5.00	$20.00	$100.25	$100.00
	Item cost	- 5.89	-3.23	-12.29	- 69.19	- 69.45

MODEL:
You give $20.00
Item cost -16.72
$ 3.28 change

ADD THE LISTS:

1.	Item A	$4.56	$5.98	$7.56	$5.76	$2.85
	Item B	+3.57	+3.02	+ .89	+4.08	+5.86
		$8.13	$6.00	$8.45	$9.84	$8.71
2.	Item A	$45.89	$32.90	$56.98	$32.87	$76.93
	Item B	+ 9.50	+47.19	+67.99	+78.90	+87.56
		$55.39	$80.09	$124.97	$111.77	$164.49
3.	Item A	$4.39	$5.89	$29.98	$37.90	$32.96
	Item B	5.89	6.98	76.90	23.48	32.89
	Item C	+6.98	+7.46	+ 4.67	+32.45	+ 5.90
		$17.26	$20.33	$111.55	$93.83	$71.75
4.	Item A	$45.67	$6.23	$3.37	$9.08	$5.55
	Item B	6.78	1.89	6.77	4.05	67.89
	Item C	34.34	$8.12	9.10	$13.13	$73.44
		$86.79		$19.24		
5.	Item A	$4.78	$5.79	$6.98	$13.95	$6.42
	Item B	6.89	7.54	9.32	5.50	3.23
	Item C	5.43	.34	5.34	6.78	9.10
	Item D	8.23	4.56	1.23	3.45	5.67
		$25.33	$18.23	$22.87	$29.68	$24.42

COMPARE PRICES:

1.	Brand X	$5.65	$6.54	$28.06	$30.00	$23.23
	Brand Y	-4.99	-6.48	-15.58	-29.95	-16.68
		$ .66	$ .06	$12.48	$ .05	$ 6.55
2.	Brand X	$3.21	$9.82	$6.00	$42.56	$56.00
	Brand Y	-1.89	-7.76	-4.78	-39.99	-53.55
		$1.32	$2.06	$1.22	$2.57	$ 2.45

FIND THE CHANGE:

1.	You give	$4.50	$5.00	$50.00	$100.00	$100.00
	Item cost	-4.37	-3.67	-12.29	- 69.45	- 52.20
		$ .13	$1.33	$37.71	$ 30.55	$ 47.80
2.	You give	$10.00	$5.00	$20.00	$100.25	$100.00
	Item cost	- 5.89	-3.23	-12.29	- 69.19	- 69.45
		$ 4.11	$1.77	$ 7.71	$ 31.06	$ 30.55

I. M/D

FIND THE TOTAL PRICE: To find the total price, multiply the number of items times the price per item. MODEL: 3 items @ 5¢ each = 3x5 = 15 total
11 items @ 6¢ each = 11x6 = 66 total

1. 4 items @ 3¢ =	6 items @ 5¢ =	7 items @ 3¢ =	5 items @ 5¢ =
2. 9 items @ 2¢ =	8 items @ 5¢ =	2 items @ 4¢ =	3 items @ 5¢ =
3. 4 items @ 6¢ =	4 items @ 7¢ =	7 items @ 6¢ =	6 items @ 2¢ =
4. 5 items @ 9¢ =	3 items @ 9¢ =	8 items @ 7¢ =	6 items @ 9¢ =
5. 10 items @ 8¢ =	12 items @ 4¢ =	3 items @ 23¢ =	4 items @ 21¢ =
6. 9 items @ 10¢ =	5 items @ 11¢ =	3 items @ 30¢ =	6 items @ 6¢ =

FIND THE PRICE OF ONE ITEM WHEN ITEMS ARE SOLD IN QUANTITY: To find the unit price, divide the number of items into the price. MODEL: 2 for 10¢ $\begin{array}{r} 5¢ \\ 2\overline{)\,10¢} \end{array}$

one item costs 5¢

1. 3 for 9¢ =	2 for 12¢ =	5 for 25¢ =	5 for 50¢ =
2. 10 for 50¢ =	4 for 48¢ =	9 for 81¢ =	7 for 49¢ =
3. 7 for 21¢ =	7 for 42¢ =	6 for 36¢ =	2 for 42¢ =
4. 2 for 68¢ =	3 for 33¢ =	4 for 84¢ =	8 for 64¢ =
5. 5 for 15¢ =	2 for 84¢ =	5 for 40¢ =	8 for 24¢ =
6. 5 for 55¢ =	9 for 18¢ =	6 for 48¢ =	-3 for 96¢ =

I. M/D Answers

FIND THE TOTAL PRICE:

1.	4x3¢ = 12¢	6x5¢ = 30¢	7x3¢ = 21¢	5x5¢ = 25¢
2.	9x2¢ = 18¢	8x5¢ = 40¢	2x4¢ = 8¢	3x5¢ = 15¢
3.	4x6¢ = 24¢	4x7¢ = 28¢	7x6¢ = 42¢	6x2¢ =12¢
4.	5x9¢ = 45¢	3x9¢ = 27¢	8x7¢ = 56¢	6x9¢ = 54¢
5.	10x8¢ = 80¢	12x4¢ = 48¢	3x23¢ = 69¢	4x21¢ = 84¢
6.	9x10¢ = 90¢	5x11¢ = 55¢	3x30¢ = 90¢	6x6¢ = 36¢

FIND THE PRICE OF ONE ITEM:

1.	3¢ / 3)9¢	6¢ / 2)12¢	5¢ / 5)25¢	10¢ / 5)50¢
2.	5¢ / 10)50¢	12¢ / 4)48¢	9¢ / 9)81¢	7¢ / 7)49¢
3.	3¢ / 7)21¢	6¢ / 7)42¢	6¢ / 6)36¢	21¢ / 2)42¢
4.	34¢ / 2)68¢	11¢ / 3)33¢	21¢ / 4)84¢	8¢ / 8)64¢
5.	3¢ / 5)15¢	42¢ / 2)84¢	8¢ / 5)40¢	3¢ / 8)24¢
6.	11¢ / 5)55¢	2¢ / 9)18¢	8¢ / 6)48¢	32¢ / 3)96¢

II. M/D

FIND THE TOTAL PRICE: To find the total price, multiply the number of items times the price per items.

MODEL: 12 items @ 8¢

$$\begin{array}{r} 12 \\ \times 8¢ \\ \hline 96¢ \end{array}$$

6 items at 14¢

$$\begin{array}{r} 14¢ \\ \times 6 \\ \hline 84¢ \end{array}$$

1.	13 items @ 7¢	2 items @ 19¢	16 items @3¢	23 items @ 4¢
2.	5 items @ 14¢	6 items @ 14¢	4 items @ 15¢	15 items @ 2¢
3.	12 items @ 6¢	3 items @ 15¢	2 items @ 29¢	2 items @ 25¢
4.	69 items @ $14	11 items @ $25	19 items @ $13	10 items @ $42
5.	70 items @ $75	18 items @ $18	25 items @ $146	13 items @ $48

FIND THE PRICE OF ONE ITEM WHEN ITEMS ARE SOLD IN QUANTITY: To find the unit price, divide the number of items into the price.

MODEL: 3 for 51¢

$$\begin{array}{r} 17¢ \text{ each} \\ 3\overline{)51¢} \\ 3 \\ \hline 21 \\ 21 \\ \hline - \end{array}$$

1.	2 for 32¢	3 for 54¢	4 for 72¢	5 for 75¢
2.	2 for 94¢	6 for 78¢	13 for 91¢	22 for 88¢
3.	17 for 82¢	18 for 54¢	29 for 87¢	36 for 72¢
4.	4 for 64¢	4 for 68¢	3 for 48¢	3 for 57¢
5.	3 for 44¢	4 for 55¢	8 for 87¢	17 for 98¢

II. M/D Answers

FIND THE TOTAL PRICE:

1.	13 x7¢ 91¢	19¢ x2 38¢	16 x3¢ 48¢	23 x4¢ 92¢
2.	14¢ x5 70¢	14¢ x6 84¢	15¢ x4 60¢	15 x2¢ 30¢
3.	12 x6¢ 72¢	15¢ x3 45¢	29¢ x2 58¢	25¢ x2 50¢
4.	$14 x69 126 84 $966	$25 x11 25 25 $275	$13 x19 117 13 $247	$42 x10 $420
5.	$75 X70 $5250	$18 x18 144 18 $324	$146 x 25 730 292 $3650	$48 x13 144 48 $624

FIND THE PRICE OF ONE ITEM:

1.	16¢ 2)32¢ 2 12 12	18¢ 3)54¢ 3 24 24	18¢ 4)72¢ 4 32 32	15¢ 5)75¢ 5 25 25
2.	47¢ 2)94¢ 8 14 14	13¢ 6)78¢ 6 18 18	7¢ 13)91¢ 91	4¢ 22)88¢ 88
3.	6¢ 17)82¢ 82	3¢ 18)54¢ 54	3¢ 29)87¢ 87	2¢ 36)72¢ 72
4.	16¢ 4)64¢ 4 24 24	17¢ 4)68¢ 4 28 28	16¢ 3)48¢ 3 18 18	19¢ 3)57¢ 3 27 27
5.	14 2/3 or 15¢ 3)44¢ 3 14 12 2	13 3/4 or 14¢ 4)55¢ 4 15 12 3	10 7/8 or 11¢ 8)87¢ 8 7 0 7	5 12/17 or 6¢ 17)98¢ 85 12

III. M/D

FIND THE TOTAL PRICE: To find the total price, multiply the number of items times the price per item. MODEL: 3 items @ $.22 each = $.22 × 3 = $.66 total

1.	2 items @ $.14	6 items @ $.10	3 items @ $.30	7 items $.11
2.	9 items @ $.06	5 items @ $.41	6 items @ $.21	5 items @ $.21
3.	9 items @ $.60	9 items @ $4.10	4 items @ $.20	5 items @ $3.11
4.	6 items @ $.90	2 items @ $6.34	3 items @ $3.22	4 items @ $2.10
5.	8 items @ $.70	2 items @ $7.42	5 items @ $.51	5 items @ $10.10
6.	3 items @ $4.20	6 items @ $7.00	8 items @ $.30	6 items @ $1.11

FIND THE PRICE OF ONE ITEM WHEN ITEMS ARE SOLD IN QUANTITY: To find the unit price, divide the number of items into the price.
MODEL: 3 for $.69 $.23 / 3)$.69 = $.23 or 23¢ each

1.	8 for $.88	9 for $.54	6 for $.24	2 for $.86
2.	6 for $.30	7 for $.56	2 for $.24	8 for $.24
3.	4 for $2.40	4 for $3.60	8 for $4.80	6 for $4.80
4.	7 for $1.47	9 for $6.30	6 for $1.26	2 for $2.04
5.	3 for $12.30	2 for $8.04	4 for $4.04	5 for $4.05
6.	2 for $10.42	2 for $10.88	6 for $3.66	4 for $2.48

III. M/D Answers

FIND THE TOTAL PRICE:

1.	\$.14 x2 = \$.28	\$.10 x6 = \$.60	\$.30 x3 = \$.90	\$.11 x 7 = \$.77
2.	\$.06 x9 = \$.54	\$.41 x5 = \$2.05	\$.21 x6 = \$1.26	\$.21 x5 = \$1.05
3.	\$.60 x9 = \$5.40	\$4.10 x9 = \$36.90	\$.20 x4 = \$.80	\$3.11 x5 = \$15.55
4.	\$.90 x6 = \$5.40	\$6.34 x2 = \$12.68	\$3.22 x3 = \$9.66	\$2.10 x4 = \$8.40
5.	\$.70 x8 = \$5.60	\$7.42 x2 = \$14.84	\$.51 x5 = \$2.55	\$10.10 x5 = \$50.50
6.	\$4.20 x3 = \$12.60	\$7.00 x6 = \$42.00	\$.30 x8 = \$2.40	\$1.11 x6 = \$6.66

FIND THE PRICE OF ONE ITEM:

1.	\$.11 8)\$.88	\$.06 9)\$.54	\$.04 6)\$.24	\$.43 2)\$.86
2.	\$.05 6)\$.30	\$.08 7)\$.56	\$.12 2)\$.24	\$.03 8)\$.24
3.	\$ .60 4)\$2.40	\$ .90 4)\$3.60	\$ .60 8)\$4.80	\$ .80 6)\$4.80
4.	\$ .21 7)\$1.47	\$ .70 9)\$6.30	\$ .21 6)\$1.26	\$1.02 2)\$2.04
5.	\$ 4.10 3)\$12.30	\$4.02 2)\$8.04	\$1.01 4)\$4.04	\$ .81 5)\$4.05
6.	\$ 5.21 2)\$10.42	\$ 5.44 2)\$10.88	\$ .61 6)\$3.66	\$ .62 4)\$2.48

IV. M/D

FIND THE TOTAL PRICE: To find the total price, multiply the number of items times the price per item.

MODEL: 13 items @ \$4.29

$$\begin{array}{r} \$4.29 \\ \times 13 \\ \hline 1287 \\ 429 \\ \hline \$55.77 \end{array}$$

2 dozen @ \$.15 2x12=24

$$\begin{array}{r} \$\ .15 \\ \times 24 \\ \hline 60 \\ 30 \\ \hline \$3.60 \end{array}$$

1.	2 items @ \$.56	3 items @ \$.49	4 items @ \$.38	6 items @ \$.42
2.	6 items @ \$.39	3 items @ \$.76	8 items @ \$.57	9 items @ \$.99
3.	7 items @ \$1.29	13 items @ \$.29	20 items @ \$.24	12 items @ \$.24
4.	2 dozen @ \$.42	3 dozen @ \$.44	1 dozen @ \$.69	2 dozen @ \$.16
5.	14 items @ \$.76	27 items @ \$.28	32 items @ \$.48	64 items @ \$.19

FIND THE PRICE OF ONE ITEM WHEN ITEMS ARE SOLD IN QUANTITY: To find the unit price, divide the number of items into the price.

MODEL: 2 for 49¢

$$\begin{array}{r} 24.5 \\ 2\overline{)49.0} \\ 8 \\ \hline 09 \\ 8 \\ \hline 10 \\ 10 \\ \hline \end{array}$$

24.5¢ or 25¢

3 for \$1.25

$$\begin{array}{r} \$\ .416 \\ 3\overline{)\$1.25} \\ 1\ 2 \\ \hline 05 \\ 3 \\ \hline 20 \\ 18 \\ \hline 2 \end{array} \text{ round off}$$

= \$.42

1.	4 for \$5.20	3 for \$1.74	5 for 75¢	7 for 91¢
2.	2 for 25¢	4 for 65¢	8 for 60¢	2 for 93¢
3.	4 for \$1.29	2 for \$5.25	15 for \$1.89	3 for 40¢
4.	10 for 59¢	15 for 89¢	7 for 75¢	3 for \$2.00

IV. M/D Answers

Worksheet
Answer key
Shopping
Lesson 2
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FIND THE TOTAL PRICE:

1.	$.56 x2 = $1.12	$.49 x3 = $1.47	$.38 x4 = $1.52	$.42 x6 = $2.52
2.	$.39 x6 = $2.34	$.76 x3 = $2.28	$.57 x8 = $4.56	$.99 x9 = $9.91
3.	$1.29 x7 = $9.03	$.29 x13 = 87 + 29 = $3.77	$.24 x20 = $4.80	$.24 x12 = 48 + 24 = $2.88
4.	$.42 x24 = 168 + 84 = $10.08	$.44 x36 = 264 + 132 = $15.84	$.69 x12 = 138 + 69 = $8.28	$.16 x24 = 64 + 32 = $3.84
5.	$.76 x14 = 304 + 76 = $10.64	$.28 x27 = 196 + 56 = $7.56	$.48 x32 = 96 + 144 = $15.36	$.19 x64 = 76 + 114 = $12.16

FIND THE PRICE OF ONE ITEM:

1.	$1.30 4)$5.20 4 12 12	$ .58 3)$1.74 1 5 24 24	$.15 5)$.75 5 25 25	$.13 7)$.91 7 21 21
2.	12.5¢ = 13¢ 2)25.0 2 5 4 10 10	16.25¢ = 17¢ 4)65.00 4 25 24 10 8 20 20	7.5¢ = 8¢ 8)60.0 56 40 40	46.5¢ = 47¢ 2)93.0 8 13 12 10 10
3.	$ .3225 = $.33 4)1.2900 1 2 09 8 10 8 20 20	$2.625 = $2.63 2)5.250 4 1 2 1 2 5 4 10 10	$.126 = $.13 15)1.890 1 5 39 30 90 90	$13.3 = 14¢ 3)40.0 3 10 9 10 9 10 10

4.

$$10\overline{)59.0} = 5.9¢ = 6¢$$

50
90
90

$$15\overline{)89.00} = 5.86¢ = 6¢$$

75
140
130
100
90
10

$$7\overline{)75.00} = 10.71¢ = 11¢$$

7
50
49
10
7
3

$$3\overline{)2.000} = .666 = .67$$

18
20
18
20
18
2

I. A/S M/D

WORD PROBLEMS

1. Soup is selling at 3 cans for $1. a. How much are 6 cans?
   b. 12 cans?
2. Butter costs 98¢. Margarine costs 76¢. How much do you save by buying margarine?
3. A brand name frozen pizza costs $3. A store brand pizza costs $2.
   a. How much do you save on the store brand? b. How much would you save on 5 pizzas?
4. Read these prices: soup 4/$1 peaches 3lb./$1
   hamburger $1/1b. milk $1/half gallon
   Read Eddie's shopping list:
   8 cans of soup _____ 9 lb. peaches _____
   1 lb. hamburger _____ 1 gal. milk _____
   a. What is his total bill? b. If he pays with a ten dollar bill, what is his change?
5. Read these prices: soap 3 for 39¢ pens 4 for 88¢
   gum 2 for 44¢
   a. Find the cost of 1 bar soap, 1 package gum, and 2 pens.
   b. If Archie pays for these items with 8 dimes, how much does he get back?

Worksheet
Answer Key
Shopping
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I. A/S M/D

ANSWERS

Answers

1. a. 6 cans: 6 ÷ 3 = 2 — $2

   b. 12 cans: 12 ÷ 3 = 4 — $4

2. 98¢
   -76¢
   22¢ cheaper — 22¢ cheaper

3. a. $3
   - 2
   $1 cheaper

   b. $1 x 5 = $5 on 5 pizzas

   a. $1 cheaper
   b. $5 on 5 pizzas

4. 8 cans of soup: 8 ÷ 4 = 2 2 x $1 = $2
   1 lb. hamburger: $1
   9 lb. peaches: 9 ÷ 3 = 3 3 x $1 = $3
   1 gal. milk: 2 x $1 = $2
   total bill $8

   $10
   - 8
   $ 2 change

5. 1 bar soap: 39¢ ÷ 3 = 13¢ — 13¢
   1 package gum: 44¢ ÷ 2 = 22¢ — 22¢
   2 pens: 88¢ ÷ 4 = 22¢/each 22¢ x 2 = 44¢ — +44¢
   79¢

   8 dimes = 80¢
   -79¢
   1¢ change

II. A/S M/D

WORD PROBLEMS

1. Tuna is selling for 39¢ a can. How much do 2 cans cost?
2. Cucumbers are priced 3 for 49¢. a. How much do 6 cucumbers cost? b. How much for one?
3. Tasty Market advertized melons at 58¢. Cheepo Market's ad lists 2 for 98¢. a. Which is cheaper? b. How much cheaper?
4. Study these prices: eggplant 39¢
   scallions 2 bunches 39¢
   Boston lettuce 3 heads 87¢

   Mary Ellen wants to buy one eggplant, one bunch of scallions, and a head of lettuce. a. How much will this cost? b. If she pays with three quarters and two dimes, how much change will she get?

5. Study these ads: Golden carrots 3 bags/$1
   Romaine lettuce 3lb./$1
   My-Kind coffee 1lb. can $2
   Hot Dogs 1 lb. package/$2
   Buns 6 for $1 Charcoal bag/$4

   Amanda Eatwell is having a picnic. She needs 6 bags of carrots, 9 lbs. of lettuce, 2 cans of coffee, 3 packages of hot dogs, three dozen buns and a bag of charcoal. a. What will this cost? b. If she pays with three ten dollar bills, what should her change be?

II. A/S M/D

ANSWERS

Answers

1. 39¢
x 2
78¢

78¢

2. a. 2
3) 6

49¢
x 2
98¢

b. 16 1/3¢ = 17¢
3) 49¢

3. 49¢
2)98¢
8
T8
18

58¢ Tasty Market
-49¢ Cheepo Market
9¢ cheaper at the Cheepo Market

4. 1 eggplant 39¢

scallions 19 1/2 = 20¢
2)39
2
T9
18
T
20¢

lettuce 29¢
3)87¢
6
27
27

+29¢
88¢

Change: 3 quarters = 75¢ 95¢
2 dimes =+20¢ -88¢
95¢ 7¢

5. carrots 2
3)6 2x$1 = $2

lettuce 3
3)9 3x$1 = $3

coffee 2x$2 = $4

hot dogs 3x$2 = $6

buns 3x12 = 36 6
6)36 6x$1 = $6

charcoal $4
$25

Change: 3x$10 = $30
- 25
$ 5

III. A/S M/D

WORD PROBLEMS

1. Baloney costs $1.32 for a 12 oz. package. How much for 3 packages?

2. Yogurt costs 6 for $1.20. a. How much for 12 containers?
   b. How much for 1 container?

3. "Bueno Coffee" costs $2.29. "O.K. Coffee" costs $2.19. What will you save on 5 cans of "O.K."?

4. Check the ads: cheese $1.12 a package
   bread 31¢ a loaf
   ham $2.05 1/2 lb.
   Sam Wich needs some supplies. He wants 2 packs of cheese, 2 loaves of bread, and a pound of ham. What will his lunch cost? Sam pays with a five dollar bill, a one dollar bill, three quarters, two dimes, and one penny. What is his change?

5. Check the list: porgy 1 lb. $1.20
   codfish 2 lb. $2.01
   sole 1 lb. $1.12
   Bess is buying fish to fry. She wants 2 lb. porgy, 4 lb. cod, and 3 lb. sole. Can she buy all this fish for $10?

Worksheet
Answer Key
Shopping
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III. A/S M/D

ANSWERS

1. $3.96 2. a. $2.40 b. $.20 3. $.50 4. $6.96 total no change

5. yes, for $9.78.

1. $1.32
   x 3
   $3.96

2. a. 2 $1.20
   6)12 x 2
   $2.40

   b. $ .20
   6)$1.20

3. $2.29 $.10
   - 2.19 x 5
   $ .10 $.50

4. cheese $1.12 bread $.31 ham $2.05 $2.24
   x 2 x 2 x2 .62
   $2.24 $.62 $4.10 4.10
   $6.96

   Change: five dollars = $5.00
   one dollar = 1.00
   three quarters = .75
   2 dimes = .20
   one penny = .01
   $6.96 no change

5. porgy $1.20 cod 2 $2.01 sole $1.12 $2.40
   x 2 2)4 x 2 x 3 4.02
   $2.40 $4.02 $3.36 3.36
   $9.78 is less than $10

IV. A/S M/D

WORD PROBLEMS

1. Potatoes cost $1.59 for 10 lb. a. How much do 20 lb. cost?
   b. 5 lb?

2. Lettuce costs 3 heads for $1.00. a. How much is one head?
   b. two heads?

3. Mel's Market advertises tuna at 3 cans for $1.99. Sam's store sells tuna at 2 cans for $1.35. a. Where would you buy 1 can of tuna? b. How much would you save on 5 cans?

4. Read the ads: corn 12 for 99¢
   lemons each 15¢
   lettuce 3 for $1.00
   hamburger 1 lb. $1.39
   milk one quart 45¢ 1/2 gallon 85¢

   Sheila's shopping list calls for 6 ears of corn, 3 pounds of hamburger, 2 lemons, 2 heads of lettuce, and 3 quarts of milk. a. What is her bill? b. If she pays with a ten dollar bill, what is her change?

IV. A/S M/D

ANSWERS

1. a. \$3.18 b. \$.80 2. a. \$.34 b. \$.68 3. a. Mel's b. 5¢

4. a. \$6.95 b. \$3.05

1. a. $10\overline{)20}$ 2 $10\overline{)5.0}$ .5 b. \$1.59 x 2 = \$3.18; \$1.59 x .5 = \$.795 = \$.80

2x5=10

$2\overline{)\$1.59}$ \$ .79 1/2=\$.80 (14, 18)

2. a. $3\overline{)\$1.00}$ \$ .33 1/3 = \$.34 (9, 10, 9, 1)

b. \$.34 x 2 = \$.68

3. a. $3\overline{)\$1.99}$ \$. 66 1/3 = \$.67 (18, 19, 18, 1) Mel's

$2\overline{)\$1.35}$ \$ .67 1/2 = \$.68 (12, 15, 14) Sam's

b. \$.68 - .67 = \$.01

1¢ x 5 = 5¢

4. a. corn: 2x6=12

$2\overline{)99.0¢}$ 49.5¢=50¢ (8, 19, 18, 10, 10)

\$ .50
4.17
.30
.68
1.30
\$6.95

b. \$10.00 - 6.95 = \$ 3.05 change

hamburger: \$1.39 x 3 = \$4.17

lemons 2x15¢=30¢

lettuce: $3\overline{)\$1.00}$ \$ .33 1/3=\$.34 (9, 10, 9, 1)

\$.34 x 2 = \$.68

milk: 1/2 gallon=2 qt. = 85¢
+1 qt. = 45¢
130¢ = \$1.30

PRICE PER SERVING

CBAE Activities	ABE Skills
Student learns concept of price per serving as a means of comparing prices.	Problem solving Reading
Student works exercises to calculate price per serving.	Computation: division of whole numbers and decimals rounding off

I. D

Finding the price per serving allows you to compare costs of various foods.

MODEL:

Name	No. of Servings	Total Cost	**Method**	Cost per Serving
soup	4 servings per can	28¢	$4\overline{)28¢}$ 7¢	7¢

PRACTICE YOUR DIVISION:

	(a)	(b)	(c)	(d)	(e)
1.	$5\overline{)30¢}$	$6\overline{)36¢}$	$2\overline{)14¢}$	$4\overline{)32¢}$	$3\overline{)12¢}$
2.	$8\overline{)64¢}$	$4\overline{)20¢}$	$4\overline{)36¢}$	$5\overline{)45¢}$	$7\overline{)42¢}$
3.	$3\overline{)9¢}$	$6\overline{)48¢}$	$8\overline{)56¢}$	$9\overline{)72¢}$	$2\overline{)18¢}$

FIND THE PRICE PER SERVING:

	Name	No. of Servings	Total Cost	**Method**	Cost per Serving
4.	juice	3 per can	21¢	$3\overline{)21¢}$	
5.	beets	6 per can	48¢	$6\overline{)48¢}$	
6.	rice	8 per box	56¢	$8\overline{)56¢}$	
7.	milk	5 per carton	45¢	$5\overline{)45¢}$	
8.	ham	9 per package	63¢	$9\overline{)63¢}$	
9.	cheese	7 per package	70¢	$7\overline{)70¢}$	
10.	beans	4 per can	36¢	$4\overline{)36¢}$	
11.	cereal	7 per box	77¢		
12.	cookies	6 per package	66¢		
13.	peaches	8 per can	80¢		
14.	½ lb. beef	2 per package	84¢		
15.	soda	3 per bottle	69¢		
16.	peas	4 per box	48¢		

II. D

Finding the price per serving allows you to compare costs of various foods.

MODEL:

Name	No. of Servings	Total Cost	**Method**	Cost per Serving
cereal	6 per box	72¢	$6\overline{)72¢}$ (12¢; 6; 12; 12)	12¢

PRACTICE YOUR DIVISION:

	(a)	(b)	(c)	(d)	(e)
1.	$2\overline{)52¢}$	$5\overline{)85¢}$	$4\overline{)72¢}$	$8\overline{)96¢}$	$3\overline{)72¢}$
2.	$6\overline{)84¢}$	$7\overline{)98¢}$	$9\overline{)99¢}$	$4\overline{)96¢}$	$5\overline{)65¢}$
3.	$12\overline{)60¢}$	$15\overline{)30¢}$	$18\overline{)90¢}$	$11\overline{)99¢}$	$13\overline{)52¢}$

FIND THE PRICE PER SERVING:

	Name	No. of Servings	Total Cost	**Method**	Cost per Serving
4.	pie	8 per pie	96¢	$8\overline{)96¢}$	
5.	stew	12 per can	84¢	$12\overline{)84¢}$	
6.	rice	24 per box	72¢	$24\overline{)72¢}$	
7.	pears	4 per can	92¢	$4\overline{)92¢}$	
8.	hash	6 per can	90¢	$6\overline{)90¢}$	
9.	pineapple	14 per can	84¢		
10.	beans	5 per can	75¢		
11.	bread	32 per loaf	64¢		
*12.	cheese	6 per package	75¢		
*13.	ham	10 per package	99¢		
*14.	soda	12 per bottle	89¢		
*15.	pizza	8 per pizza	95¢		

*Round off to next highest number.

I. D & II. D Answers

I. D	(a)	(b)	(c)	(d)	(e)
1.	6¢	6¢	7¢	8¢	4¢
2.	8¢	5¢	9¢	9¢	6¢
3.	3¢	8¢	7¢	8¢	9¢
4.	7¢			11.	11¢
5.	8¢			12.	11¢
6.	7¢			13.	10¢
7.	9¢			14.	42¢
8.	7¢			15.	23¢
9.	10¢			16.	12¢
10.	9¢				

II. D	(a)	(b)	(c)	(d)	(e)
1.	26¢	17¢	18¢	12¢	24¢
2.	14¢	14¢	11¢	24¢	13¢
3.	5¢	2¢	5¢	9¢	4¢
4.	12¢			10.	15¢
5.	7¢			11.	2¢
6.	3¢			12.	12 1/2¢ = 13¢
7.	23¢			13.	9 9/10¢ = 10¢
8.	15¢			14.	7 5/12¢ = 8¢
9.	6¢			15.	11 7/8¢ = 12¢

III. D

Finding the price per serving allows you to compare costs of various foods.

MODEL:

Name	No. of Servings	Total Cost	**Method**	Cost per Serving
soda	6 per bottle	$1.20	$.20 6)$1.20	$.20 = 20¢

PRACTICE YOUR DIVISION:

1.	5)$1.50	3)$2.40	7)$2.10	8)$1.60	9)$1.80
2.	3)$2.13	6)$1.26	8)$1.68	7)$7.42	3)$3.69
3.	7)$7.07	4)$8.04	3)$9.60	5)$2.05	8)$8.80

FIND THE PRICE PER SERVING:

	Name	No. of Servings	Total Cost	**Method**	Cost per Serving
4.	beef	8 per package	$4.88	8)$4.88	
5.	lamb	6 per package	$6.06	6)$6.06	
6.	frozen dinner	2 per package	$4.84	4)$4.84	
7.	cake	7 per cake	$3.50	7)$3.50	
8.	fish	3 per package	$2.46	3)$2.46	
9.	pork	5 per package	$5.25		
10.	pizza	8 per pizza	$1.60		
11.	ice cream	9 per container	$1.89		
12.	juice	2 per can	$1.46		
13.	turkey	9 per turkey	$8.19		
14.	steak	2 per pound	$2.88		

IV. D

Finding the price per serving allows you to compare costs of various foods.

MODEL: Name	No. of Servings	Total Cost	**Method**	Cost per Serving
soup	12 per can	$3.84	$ .32 12)$3.84 3 6 24 24	$.32 = 32¢
corn	4	37¢	9.25¢ 4)37.00¢ 36 1 0 8 20 20	9.25¢

PRACTICE YOUR DIVISION:

	(a)	(b)	(c)	(d)
1.	15)$3.00	12)$2.40	5)$4.12	8)$7.56
2.	2)25.0¢	4)73.00¢	8)60.0¢	5)39.0¢
3.	6)68 ¢	7)48 ¢	9)$1.99	3)$4.28

Round off to hundredths. Round off to nearest cent.

FIND THE PRICE PER SERVING:

	Name	No. of Servings	Total Cost	**Method**	Cost per Serving
4.	steak	4	$5.29	4)$5.29	
5.	milk	12	$1.39	12)$1.39	
6.	scallops	6	$4.48	6)$4.48	
7.	macaroni	8	65¢		
8.	cereal	15	$1.29		
9.	cookies	32	95¢		

III. D & IV. D Answers

III. D	(a)	(b)	(c)	(d)	(e)
1.	$.30	$.80	$.30	$.20	$.20
2.	$.71	$.21	$.21	$1.06	$1.23
3.	$1.01	$2.01	$3.20	$.41	$1.10
4.	$.61			10.	$.20
5.	$1.01			11.	$.21
6.	$2.42			12.	$.73
7.	$.50			13.	$.91
8.	$.82			14.	$1.44
9.	$1.05				

IV. D

1. $15)\$3.00$ = \$ .20 (30, 00) | $12)\$2.40$ = \$ .20 (24, 00) | $5)\$4.120$ = \$ .824 = 82.4¢ (40, 12, 10, 20, 20) | $8)\$7.560$ = \$ .945 = 94.5¢ (72, 36, 32, 40, 40)

2. $2)25.0¢$ = 12.5¢ (2, 5, 4, 10, 10) | $4)73.00¢$ = 18.25¢ (4, 33, 32, 10, 8, 20, 20) | $8)60.0¢$ = 7.5¢ (56, 40, 40) | $5)39.0¢$ = 7.8¢ (35, 40, 40)

3. $6)68.00¢$ = 11.33 1/3=11.33¢ (6, 08, 6, 20, 18, 2) | $7)48.00¢$ = 6.85 5/7=6.86¢ (42, 60, 56, 40, 35, 5) | $9)\$1.990$ = \$ .221=\$.22 (18, 19, 18, 10, 9, 1) | $3)\$4.280$ = \$1.426=\$1.43 (3, 12, 12, 08, 6, 20, 18, 2)

4. $4)5.29$ = 1.32=\$1.32 (4, 12, 12, 09, 08, 1)

5. $12)\$1.390$ = \$ .115=\$.12 (12, 19, 12, 70, 60, 10)

6. $6)\$4.480$ = \$ .746=\$.75 (42, 28, 24, 40, 36, 4)

7.
```
      8.12 1/2=8.13¢=8¢
   8)65.00¢
     64
      1 0
       8
       20
       16
        4
```

8.
```
      $ .083=$.08
   15)$1.250
      1 20
        50
        45
         5
```

9.
```
       2.96=3¢
   32)95.00¢
      64
      31 0
      28 8
       2 20
       1 92
         28
```

SHOPPING

HOW DO YOU RATE AS A CAREFUL SHOPPER?

CBAE Activities	ABE Skills
Student reads newspaper article on shopping techniques	Reading
Student assesses his own shopping abilities through short quiz contained in the article	Problem Solving Reading
Student answers questions about the article	Reading Writing
Student locates the main idea of each paragraph in order to answer written questions.	Reading: main idea locating answer following directions drawing conclusions inference
Student defines central consumer-oriented concepts: Unit Pricing, Impulse buying, Loss leader, Open dating, Ingredients lists	Problem solving Reading Vocabulary

HOW DO YOU RATE AS A CAREFUL SHOPPER?

By JEAN MAYER
And JOHANNA DWYER

The Food and Drug Administration recently released the latest results of a little quiz they periodically give to a sampling of food shoppers across the nation. Before we tell you how they did, how about rating yourself? Answer "yes" or "no".

When you last went food shopping, did you:

1) Make a shopping list?
2) Check the ads for specials?
3) Look for open dating?
4) Read the ingredients list on food packages?
5) Use unit pricing?
6) Compare the nutrition labels?

If you answered "yes" to five or six of these questions, the FDA--and we too--rate you a careful shopper. Three or four yeses mean you're moderately careful. With zero to two, you'd better shape up for the sake of your pocketbook and possibly your nutritional health.

Making a shopping list is obviously a good way to cut down on impulse buying and to save return trips to the store. And 62 per cent of your fellow shoppers agree.

So is checking the newspaper ads for specials--68 per cent of shoppers do it. Remember that specials are "loss leaders" --often sold with a very low markup--and they often represent a good buy. But you also need to keep track of the basic price of those foods you are buying every day in the store, since some stores simply run specials and mark up other often bought products with higher prices.

If you look for open dating, that is, the date stamped on the container which indicates the last day a product should be sold, you're in a big majority. Seventy five per cent of the people look for this date. Open dating is of particular value on products, such as breads, which get stale or spoil easily. On this score, remember that day-old breads are good buys if you can use such products up quickly.

Forty-six percent of the shoppers questioned use ingredient lists which give the contents in descending order by dry weight. However inadequate, this listing provides some clues to the percentage of an ingredient in the product.

Only one out of four people use unit pricing, which helps you make a comparison of the prices of similar products by giving the cost per ounce and per pound. If you start using it, you will be surprised how expensive many so-called convenience foods actually turn out to be.

Fewest of all--only one third of the shoppers--use nutrition labeling, which is designed to let you compare the nutrients and calories in similar products in order to let you select the best nutrition buy. Combined with unit pricing, these are the consumer's best allies in spending food dollars.

Overall, how do you rate with the nation? Women scored higher as "more careful shoppers" than men, whereas younger shoppers were a bit more careful than older people. In general, those with more education and higher income (and better knowledge of nutrition) rated higher, although in every category there were plenty of exceptions.

(continued)

It is encouraging that there was no slippage in the percentage of "careful shoppers" since 1973. Indeed, there was an overall gain in some areas. For example, there are a whopping 18 per cent more people looking at the open dating. The number of shoppers checking for newspaper specials is up by 8 per cent. Since nutrition labeling has only been in effect two years, the fact that one out of three people look carefully at the ingredients listed on the label is quite encouraging. Sixty per cent of the shoppers said they'd seen the labels, so we hope the users will be in the majority next time around.

One distressing thing, however, is the finding that those people who need these food-buying aids the most--that is, those in older age groups and lower income categories--use them least. We can only hope that we will soon be able to report that this unhappy situation has changed for the better for them--and for everyone else.

(reprinted from the Plainfield Courier News)

HOW DO YOU RATE AS A CAREFUL SHOPPER?

QUESTIONS

1. What are some characteristics of a "careful shopper?"

2. What is the value of a shopping list?

3. What is "impulse buying?"

4. What is a "loss leader?"

5. What is "open dating?"

6. How are ingredients lists helpful?

7. What is unit pricing?

8. Who are the best shoppers?

9. Are people better or worse shoppers now than they were in 1973?

10. What shopping skill did the most people use?_____ The fewest?_____

    a. unit pricing b. open dating c. nutrition labels

    d. reading ads e. shopping list f. ingredient lists

11. What groups of people do not use these shopping skills?

HOW DO YOU RATE AS A CAREFUL SHOPPER?

1. A careful shopper:
   a. makes a list
   b. checks the ads
   c. looks for open dating
   d. reads ingredients
   e. uses unit pricing
   f. compares nutrition labels
2. A shopping list cuts down on impulse buying and makes sure that you buy what you need.
3. Impulse buying is buying something you do not need or did not plan to buy.
4. A "loss leader" is a special sold at a very low price to get you into the store.
5. Open dating is a system for dating the freshness of foods.
6. An ingredients list can tell you how much of an ingredient is in a product; the ingredients are listed in descending order of weight.
7. Unit pricing is a way to compare prices by figuring the price per unit (per pound or per ounce).
8. Better shoppers include women, young people, people with more education and higher income.
9. People are about the same now as in 1973, a bit better in some areas.
10. Most people used open dating (b) 75%.
    Fewest people used (c) nutrition labeling, only one-third.
11. People who need shopping skills most -- older people, low-income people -- use them least.

OPEN DATING

CBAE Activities	ABE Skills
Student reads pamphlet on Open Dating	Reading
Student answers written questions which reinforce comprehension	Reading Writing Problem solving
Student determines the main idea of the passage and answers factual questions	Reading: main idea finding facts drawing conclusions following directions
Student defines consumer terms: consumer, open dating, pull date, quality assurance date, pack date	Reading Problem solving Vocabulary
Student learns importance of dating and its use in various types of products	Problem solving
Student determines which type of dating system is best	Reading: inference drawing conclusions Problem solving
Student locates and reads dating information on labels	Reading

29. A B C →

OPEN DATING

1. How has the use of dates on packages changed?

   Who used to read dates?

   Who reads them now?

2. What is a "consumer?"

3. What products does the U.S. Department of Agriculture dating program cover?

4. What products does A & P's program cover?

5. What is a PULL DATE?

6. How are bakery products dated?

7. How are products with a short shelf life dated?

8. How are products with a long shelf life dated?

9. What is a "quality assurance date?"

10. What is a "pack date?"

11. What system does the author think is best:
    a) quality assurance date
    b) pack date
    c) pull date

OPEN DATING

1. Dates used to be used by the store to provide the retailer with product information. Now they are used by the consumer to tell the freshness of a product.

2. A consumer is a person who buys something.

3. Meats and poultry.

4. Bakery, dairy and grocery products.

5. Pull date = last date a product may be sold.

6. "Fresh sale through __(date)__"

7. Month and day.

8. Month, day, and year.

9. The period of time the food will remain at peak quality.

10. The date the product was packed.

11. Pull date.

OPEN DATING

FIND THE DATES ON THESE LABELS:

Worksheet
Shopping
Lesson 5
Open Dating
D.4

RICE KRISPIES

BETTER IF USED BEFORE

JUL 13 1979

LIFT TAB TO OPEN

Chn. No. K-0051G

BUY BEFORE
FEB 08 '80 A

Quality of BEST FOODS products is guaranteed. If not satisfied, BEST FOODS will refund the purchase price of the product

Mazola
PURE

48 FL. OZ. (1-1/2 QT.)

AUG 10

TO OPEN

SELL BY

ultra pasteurized

LIGHT CREAM

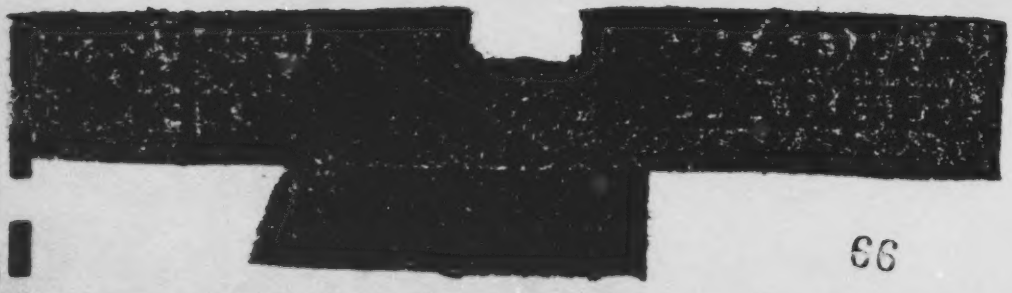
BREAD

UNIT PRICE	YOU PAY
PER LB.	FRESH THRU

QUALITY AND FLAVOR

AUG18978

QUALITY AND FLAVOR



LABELS

CBAE Activities	ABE Skills
A-Nutrition Labeling Student reads pamphlet on Nutrition Labeling	Reading
Student answers written questions which reinforce comprehension	Reading Writing Problem solving
Student determines the main idea of the passage and answers factual questions	Reading: Main idea Finding facts Drawing conclusions
Student learns nutritional terms: RDA; nutrient; serving size; calorie; carbohydrate; protein; vitamin	Reading Vocabulary
Student learns basic nutritional information	Reading Problem solving
Student performs mathematical exercises involving servings and quantities of nutrients	Computation
B-Tomato Soup	
Student reads label from soup can	Reading
Student answers written questions	Reading Writing Problem solving
Student finds factual information on label	Reading: Finding facts Chart reading
Student derives definition of terms	Reading: Drawing conclusions Using the context
Student compares nutritional values between soup made with milk and water	Computation Problem solving
Student studies ingredients list and learns the importance of order of ingredients	Reading Problem solving

C-Cereal Boxes

Student reads labels from cereal boxes	Reading
Student answers written questions	Reading Writing Problem solving
Student compares three types of cereal in terms of: a. weight b. calories c. nutritional content	Computation Problem solving Chart reading
Student calculates caloric input of milk	Computation Problem solving
Student compares the two cereals in terms of ingredients and nutritional value	Problem solving

D-Labels

Student reads labels from various products	Reading: locating information classifying drawing conclusions
Student determines types of information found on labels: directions for use and storage; ingredients; nutritional information; recipes; factual information; warnings	Problem solving

NUTRITION LABELING

1. What is the purpose of Nutrition Labeling?

2. Does everyone have the same nutritional requirements?

3. What is an RDA?

4. Who developed the Nutrition Labeling Program?

5. What does "serving size" mean?

6. Should you drain off the liquid from canned fruits and vegetables? Why or why not?

7. Match these nutrients to their functions:

a.	vitamin C	1.	energy, nerves, skin
b.	iron	2.	bones, teeth, nerves, muscles, heart
c.	vitamin A	3.	builds up body cells
d.	calcium	4.	red blood cells
e.	fat	5.	bones, teeth, healing
f.	protein	6.	cell growth, skin, vision
g.	niacin	7.	food energy

8. How many servings are in the can of peaches?

9. How many calories per serving?

10. How many calories in the whole can?

11. How much fat per serving?

12. What vitamin is found in largest quantity?

13. How much of your daily need for phosphorus is contained in a serving of peaches?

14. What does * mean?

NUTRITION LABELING

1. To provide information on the nutritional value of foods.

2. No.

3. Recommended Daily Allowance.

4. U. S. Food & Drug Administration.

5. Amount 1 person should eat.

6. No. Some nutritional value will be lost with the liquid.

7.

a.	vitamin C	5.	bones, teeth, healing
b.	iron	4.	red blood cells
c.	vitamin A	6.	cell growth, skin vision
d.	calcium	2.	bones, teeth, nerves, muscles, heart
e.	fat	7.	food energy
f.	protein	3.	builds up body cells
g.	niacin	1.	energy, nerves, skin

8. 3 1/2

9. 190

10.
$$\begin{array}{r} 190 \\ \times 3.5 \\ \hline 950 \\ 570 \\ \hline 665.0 \end{array}$$
665

11. 0

12. Vitamin A

13. 2%

14. Contains less that 2% of the daily allowance.

TOMATO SOUP

RECIPE
PIZZABURGER
1 pound ground beef
¼ cup chopped onion
1 can Campbell's Tomato Soup
½ cup shredded sharp cheese
½ teaspoon oregano leaves, crushed
Dash pepper
6 buns, split and toasted
In skillet, brown beef and cook onion until tender (use shortening if necessary); stir to separate meat. Add soup, cheese, oregano, and pepper. Simmer 10 minutes. Serve on buns. Makes about 3 cups.
Campbell's
RECIPE IDEA
*CONTAINS LESS THAN 2% OF THE U.S. RDA FOR THIS NUTRIENT.
NET WT. 10¾ OZ. (305 GRAMS)
INGREDIENTS: TOMATOES, WHEAT FLOUR, SUGAR, SALT, PARTIALLY HYDROGENATED VEGETABLE OILS (SOYBEAN OIL, PALM OR COTTONSEED OIL), NATURAL FLAVORING, ASCORBIC ACID (VITAMIN C) AND CITRIC ACID.
CAMPBELL SOUP COMPANY
CAMDEN, N.J., U.S.A. 08101
DIRECTIONS
In saucepan, bring soup and 1 can water to boil; stir.
CREAM OF TOMATO SOUP: Prepare as above using milk instead of water.
TOMATO SAUCE: Empty soup into pan. Add a little water, if desired. Heat, stirring occasionally. May be seasoned with prepared mustard, horseradish, Worcestershire or herbs. Serve on hamburgers, pork chops, fish, etc. Makes about 1¼ cups of sauce.
Tomato
SOUP
NET WT. 10¾ OZ. (305 GRAMS)

READ THE LABEL, THEN ANSWER THE FOLLOWING QUESTIONS:

1. How many servings per can?
2. How many ounces per serving?
3. What does "as prepared" mean in the phrase SERVING SIZE (AS PREPARED)?
4. How many more calories are there in soup made with milk?
5. How do the nutrients compare in the soup made with milk and made with water?

   Which nutrients go up? Which go down? Which stay the same?
6. What conclusion can you make about the nutritional value of milk?
7. Is the vitamin C found in the soup or in the milk? How do you know?
8. What does "condensed" mean?
9. What does * mean on the nutrient chart?
10. What is the main ingredient in tomato soup? How do you know?
11. What is another name for Vitamin C?
12. What other information (besides nutrition information) is found on the label?

TOMATO SOUP

1. 2

2. 10 oz.

3. "As prepared" means after you have added milk or water to the condensed soup.

4. 210
   -110
   100 more calories with milk.

5. With milk there is more protein, carbohydrates, fat, thiamine, riboflavin, and calcium.

   No nutrients are found less in the milk version that the water version. Vitamin A, Vitamin C, Niacin, and Iron stay the same.

6. Milk is very nutritious.

7. Vitamin C is found in the soup; the milk does not add any Vitamin C.

8. "Condensed" means that some water has been taken out.

9. * means that there is less than 2% of the Recommended Daily Allowance for this nutrient.

10. Tomatoes -- because it is listed first.

11. Ascorbic Acid.

12. Recipes, instructions for mixing the soup, address of Campbell's Soup Company, weight of can, ingredients.

Corn Flakes

NUTRITION INFORMATION PER SERVING

SERVING SIZE	1 OZ. (1 CUP)	
SERVINGS PER CONTAINER	12	
	1 OZ. CEREAL	1 OZ. CEREAL PLUS ½ CUP VITAMIN D FORTIFIED WHOLE MILK
CALORIES	110	190
PROTEIN	2 g	6 g
(Not a significant source of protein)		
CARBOHYDRATE	24 g	30 g
FAT	0 g	4 g
SODIUM	380 mg. (1275 mg./ 100 g)	420 mg. (280 mg./ 100 g)
PERCENTAGE OF U.S. RECOMMENDED DAILY ALLOWANCES (U.S. RDA)		
PROTEIN	*	8
VITAMIN A	*	2
VITAMIN C	*	2
THIAMINE (VITAMIN B_1)	10	10
RIBOFLAVIN (VITAMIN B_2)	2	10
NIACIN	6	6
CALCIUM	*	10
IRON	4	4
VITAMIN D	*	10

*CONTAINS LESS THAN 2 PERCENT OF THE U.S. RDA OF THESE NUTRIENTS.

INGREDIENTS

MILLED YELLOW CORN, SUGAR, SALT, MALT, IRON PHOSPHATE, NIACINAMIDE, THIAMINE HYDROCHLORIDE (VITAMIN B_1) AND RIBOFLAVIN (VITAMIN B_2). BHT ADDED TO PACKAGING MATERIAL TO HELP PRESERVE FRESHNESS.

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SUPERMARKETS GENERAL CORP.,
WOODBRIDGE, N. J. 07095

CARBOHYDRATE INFORMATION

	1 OZ. CEREAL	1 OZ. CEREAL PLUS ½ CUP VITAMIN D FORTIFIED WHOLE MILK
STARCH AND RELATED CARBOHYDRATES	22 g	22 g
SUCROSE AND OTHER SUGARS	2 g	8 g
TOTAL CARBOHYDRATES	24 g	30 g

VALUES BY FORMULATON AND ANALYSIS

Best When Purchased by Date Stamped on Top of Package

Kellogg's RICE KRISPIES

These toasted puffs of rice are fortified with eight important vitamins and iron.

NUTRITION INFORMATION PER SERVING

SERVING SIZE: ONE OUNCE (ABOUT 1 CUP) RICE KRISPIES ALONE AND IN COMBINATION WITH ½ CUP VITAMIN D FORTIFIED WHOLE MILK.
SERVINGS PER CONTAINER: 10

	RICE KRISPIES	
	1 OZ.	WITH ½ CUP WHOLE MILK
CALORIES	110	180
PROTEIN	2 g	6 g
CARBOHYDRATES	25 g	31 g
FAT	0 g	4 g

PERCENTAGE OF U.S. RECOMMENDED DAILY ALLOWANCE (U.S. RDA)

	RICE KRISPIES	
	1 OZ.	WITH ½ CUP WHOLE MILK
PROTEIN	2	10
VITAMIN A	25	30
VITAMIN C	25	25
THIAMIN	25	25
RIBOFLAVIN	25	35
NIACIN	25	25
CALCIUM	*	15
IRON	10	10
VITAMIN D	10	25
VITAMIN B_6	25	25
FOLIC ACID	25	25
PHOSPHORUS	4	15
MAGNESIUM	2	6
ZINC	2	2

*CONTAINS LESS THAN 2 PERCENT OF THE U.S. RDA OF THIS NUTRIENT.

INGREDIENTS: MILLED RICE, SUGAR, SALT, MALT FLAVORING, SODIUM ASCORBATE (C), VITAMIN A PALMITATE, NIACINAMIDE, ASCORBIC ACID (C), REDUCED IRON, PYRIDOXINE HYDROCHLORIDE (B_6), RIBOFLAVIN (B_2), THIAMIN HYDROCHLORIDE (B_1), FOLIC ACID AND VITAMIN D. BHA ADDED TO PRESERVE PRODUCT FRESHNESS.

Rice Krispies is a trade mark (Reg. U.S. Pat. Off.) of Kellogg Company, for its delicious brand of oven-toasted rice cereal.

MADE BY KELLOGG COMPANY
BATTLE CREEK, MICHIGAN 49016, U.S.A.
© 1973 BY KELLOGG COMPANY
® KELLOGG COMPANY

SNAP, CRACKLE, POP®

CARBOHYDRATE INFORMATION

	RICE KRISPIES	
	1 OZ.	WITH ½ CUP WHOLE MILK
STARCH AND RELATED CARBOHYDRATES	22 g	22 g
SUCROSE AND OTHER SUGARS	3 g	9 g
TOTAL CARBOHYDRATES	25 g	31 g

VALUES BY FORMULATION AND ANALYSIS.

The original

NABISCO SHREDDED WHEAT

NUTRITION INFORMATION (PER SERVING)
SERVING SIZE: 1 Biscuit (5/8 ounce: 23.6 g)
SERVINGS PER BOX: 12

	NABISCO Shredded Wheat	
	1 Biscuit	with ½ cup whole milk
Calories	90	170
Protein	2 g	7 g
Carbohydrate	19 g	25 g
Fat	1 g	5 g
Sodium	**	60 mg

**Not more than 10 mg/100 g
Not more than 10 mg/1 biscuit serving

PERCENTAGE OF U.S. RECOMMENDED DAILY ALLOWANCES (U.S. RDA)

	NABISCO Shredded Wheat	
	1 Biscuit	with ½ cup whole milk
Protein	4	10
Vitamin A	*	2
Vitamin C	*	*
Thiamine	4	6
Riboflavin	*	10
Niacin	6	6
Calcium	*	15
Iron	4	4
Phosphorus	8	20
Magnesium	8	10
Zinc	2	6
Copper	4	6

*Contains less than 2% of the U.S. RDA of these nutrients.

INGREDIENTS: NABISCO Shredded Wheat is made from 100% natural whole wheat. BHT, a preservative, is added to the packaging to retain the natural whole wheat flavor.

NABISCO Shredded Wheat provides 2% non-nutritive crude fiber (0.5 g per 1 biscuit).

NABISCO Shredded Wheat is ideal for LOW SODIUM DIETS with less than 10 milligrams of sodium per 1 biscuit (5/8 ounce: 23.6 g).

CARBOHYDRATE INFORMATION

	NABISCO Shredded Wheat	
	1 Biscuit	With ½ Cup Whole Milk
Starch and Related Carbohydrates	19 g	19 g
Sucrose and Other Sugars	0 g*	6 g
Total Carbohydrates	19 g	25 g

*Less than 0.5 g of naturally occurring sugars.
Values by formulation and analyses.

NABISCO, INC.
Special Products Division, East Hanover, N.J. 07936
MADE IN U.S.A. © 1977 NABISCO, INC.

CEREAL BOXES

COMPARE CORN FLAKES, RICE KRISPIES, AND SHREDDED WHEAT.

1. How many ounces in each box?
   Hint: See "serving size" and "servings per box" to figure the total weight.

2. Which has the least calories per serving?

3. How many calories are there in 1/2 cup whole milk?

4. What nutrients are the same for all cereals? (without milk)

5. Which cereal has most vitamins?

6. Do the three charts list the same nutrients?

7. Which cereal would be good for someone on a low sodium diet?

8. Which cereal lists its fiber content?

9. Which has the least sugar? Why?

10. Compare the ingredients. Which is the simplest food?

11. What are BHA and BHT?

12. How much starch is found in milk? How do you know?

CEREAL BOXES

1. Corn Flakes: 12 servings x 1 oz. per serving = 12 oz.
   Rice Krispies: 10 servings x 1 oz. per serving = 10 oz.
   Shredded Wheat: 12 servings x 5/6 oz. per serving = 10 oz.

2. Shredded Wheat -- 20 fewer calories per serving.

3. Answers vary: Corn Flakes: 190 − 110 = 80; Rice Krispies: 180 − 110 = 70; Shredded Wheat: 170 − 90 = 80

4. All have 2 grams of protein. Other nutrients vary.

5. Rice Krispies has the most vitamins; however, they are added to the cereal (see ingredients list).

6. No.

7. Shredded Wheat.

8. Shredded Wheat.

9. Shredded Wheat; because it does not add sugar (see ingredients lists).

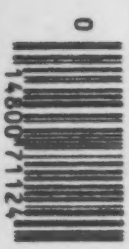
10. Shredded Wheat has the fewest additives.

11. BHA and BHT are preservatives.

12. None. The amount of starch is the same for cereal with milk as for cereal without milk.

EXAMINE THESE LABELS. LOOK FOR DIFFERENT TYPES OF INFORMATION, INCLUDING: INGREDIENTS LISTS; NUTRITION INFORMATION; RECIPES; HOW TO USE THE PRODUCT; HOW TO STORE THE PRODUCT.

Worksheet
Shopping
Lesson 6
Labels
p. 10



How to make brown sugar from molasses.

You can easily make your own brown sugar as you need it by blending together 1/2 cup of granulated sugar with two tablespoons of unsulphured molasses. The yield is equivalent to 1/2 cup of brown sugar.

Send 25¢ for Recipe Booklet

DUFFY-MOTT COMPANY, INC.
370 LEXINGTON AVENUE
NEW YORK, NEW YORK 10017 C-455

*So-called "sulphured" molasses usually is a by-product of sugar making and tastes of the residues of sulphur dioxide introduced during the sugar making process.

"Unsulphured" molasses refers to molasses refined from the concentrated juice of sun-ripened sugar cane primarily for the purpose of making molasses. It contains small amounts of sulphur compounds from the sugar cane itself, and in some cases from the use of sulphur compounds other than sulphur dioxide in the refining process.

Light and Sweet... It's Never Bitter

GRANDMA'S®
The Famous Unsulphured*
MOLASSES

NET 12 FL OZ

Mazola
PURE
CORN OIL®

NUTRITION INFORMATION PER PORTION

PORTION SIZE	1 TABLESPOON (14 GRAMS)
PORTIONS PER CONTAINER	36
CALORIES	120
PROTEIN	0 GRAMS
CARBOHYDRATE	0 GRAMS
FAT	14 GRAMS
PERCENT OF CALORIES FROM FAT†	100%
POLYUNSATURATED†	8 GRAMS
SATURATED†	2 GRAMS
CHOLESTEROL†	0 MG./100 GM.) 0 MILLIGRAMS
SODIUM	(0 MG./100 GM.) 0 MILLIGRAMS

PERCENTAGE OF U.S. RECOMMENDED DAILY ALLOWANCES (U.S. RDA)

CONTAINS LESS THAN 2 PERCENT OF THE U.S. RDA OF PROTEIN, VITAMIN A, VITAMIN C, THIAMINE, RIBOFLAVIN, NIACIN, CALCIUM, IRON.

†INFORMATION ON FAT AND CHOLESTEROL CONTENT IS PROVIDED FOR INDIVIDUALS WHO, ON THE ADVICE OF A PHYSICIAN, ARE MODIFYING THEIR TOTAL DIETARY INTAKE OF FAT AND/OR CHOLESTEROL.

INGREDIENTS: CORN OIL WITH ISOPROPYL CITRATE AND METHYL SILICONE ADDED TO PRESERVE FRESHNESS.

BEST FOODS, A DIV. OF CPC INTERNATIONAL INC., GENERAL OFFICES, ENGLEWOOD CLIFFS, N.J. 07632

CAUTION: Always follow recommended temperatures for frying (about 375°F). All cooking oils are safe when properly used, but fire may occur if oil is severely overheated (beyond the point of smoking). If oil smokes, reduce heat. To prevent spattering, excess moisture should be blotted or wiped from foods before adding to oil. Foaming is caused by excessive re-use of oil. Discard when this occurs.

Cumberland Farms

ultra pasteurized

LIGHT CREAM

ULTRA-PASTEURIZATION IS A UNIQUE NEW PROCESS WHICH ASSURES EXTENDED KEEPING QUALITY AND NATURAL FARM FRESH FLAVOR.

KEEP REFRIGERATED

SHAKE WELL BEFORE USE

PINT (473 ml)

100% UNSWEETENED
FROZEN CONCENTRATED
Orange
Juice

NET 12 FL.OZS. (354 ml)

TO SERVE: Mix with 3 cans cold water. Shake or stir briskly.
MAKES 48 FL OZS. (1½ QUARTS)

INGREDIENTS: GREEN BEANS, WATER AND SALT

NUTRITION INFORMATION PER SERVING

SERVING SIZE	1 CUP
SERVINGS PER CONTAINER	2
CALORIES	35
PROTEIN	2 GRAMS
CARBOHYDRATE	8 GRAMS
FAT	0 GRAMS

PERCENTAGE OF RECOMMENDED DAILY ALLOWANCES (U.S. RDA)

PROTEIN	2	NIACIN	2
VITAMIN A	10	CALCIUM	4
VITAMIN C	10	IRON	8
THIAMINE	2	PHOSPHOROUS	5
RIBOFLAVIN	4	MAGNESIUM	6

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UNIT PRICING

CBAE Activities	ABE Skills
Student reads pamphlet on Unit Pricing	Reading
Student answers written questions which reinforce comprehension	Reading Writing Problem solving
Student determines the main idea of the passage and answers factual questions	Reading: main idea finding facts drawing conclusions following directions
Student learns concept of unit and unit price and defines various types of units	Reading Problem solving
Student learns unit pricing terminology: unit price, weight, measure, count, area, price-per-unit, comparison shopping	Reading Vocabulary
Student considers factors other than price which influence consumer decisions	Problem solving
Student calculates unit prices	Computation Division Whole numbers & decimals Rounding off Money concepts
Student calculates unit prices to compare items	Computation Problem solving

A B C D →

UNIT PRICING

1. What is a "unit price"?

2. What is a "unit"?

3. Explain these three unit price measures:

   a. items sold by weights and measures
   b. items sold by count
   c. items sold by area

4. By which of the above types of measure (weight, count, area) is each of these products sold:

   a. 75 sq. ft. aluminum foil
   b. 85.2¢ per lb.--jar of pickles
   c. 3.4¢ per oz.--soap powder
   d. 200 paper napkins

5. What does it mean to "compare only like items"?

6. Can I compare these measures: 17¢ per lb. 3.2¢ per oz.

7. What other things besides price should be considered?

8. Answer True or False:
   a. Unit Pricing can help us to compare different brands.
   b. The Unit Price is always given in price per pound.
   c. With Unit Pricing we can compare different sizes of the same product (big jars and small jars, for example).
   d. The Unit Price tag tells both the price per unit and the price you pay.

9. How much does a 12 oz. jar of jelly cost? a. 65.3¢ b. 49¢ c. 85¢

10. Which is a better buy: the 12 oz. jar or the 20 oz. jar?

11. What is the difference per pound between the 2 sizes of jelly?

12. How is the unit price figured?

UNIT PRICING

1. A "unit price" is the price for one unit of a product.

2. A "unit" is a way of measuring something.

3. a. Weights and measures: items which are sold by the ounce or pound, like meat and produce

   b. Count: items which are sold by the number of items, like paper and plastic products.

   c. Area: items which are sold by the square foot, like foil or food wrap.

4. a. area b. weight & measure c. weight & measure d. count

5. You should compare the same product to another brand or size of the same product; don't compare apple jelly to peanut butter. Always make comparisons using the same units.

6. They must be in the same unit: ounces & ounces or pounds & pounds

7. Shoppers should consider quality, preference, taste, and size. Large sizes are no bargain if they are wasted.

8. a. True b. False c. True d. True

9. 49¢ (b)

10. The 2 lb. jar costs only 42.5¢ per lb., cheaper than 65.3¢ per lb.

11.
$$\begin{array}{r} 65.3 \\ -42.5 \\ \hline 22.8¢ \end{array}$$

12. Divide the number of units into the price.

FIND THE UNIT PRICE: To find the Unit Price, divide the price by the number of units. MODEL: 3 oz. for 36¢

$$3\overline{)36¢}\quad \frac{12¢}{}$$

12¢/oz.

1.	3 oz. for 12¢	4 oz. for 84¢	5 oz. for 50¢	6 oz. for 36¢
2.	4 items for 24¢	8 items for 56¢	3 items for 36¢	2 items for 64¢
3.	8 items for 72¢	6 items for 18¢	12 items for 24¢	7 items for 42¢
4.	4 sq.ft. for 88¢	8 sq.ft. for 56¢	7 sq.ft. for 63¢	3 sq.ft. for 96¢
5.	2 oz. for 82¢	9 oz. for 99¢	9 oz. for 54¢	3 oz. for 63¢
6.	5 oz. for 20¢	5 oz. for 40¢	5 oz. for 45¢	5 oz. for 55¢

FIND THE BEST BUY: Find which has the <u>lowest</u> unit price

7.	4 oz. for 48¢	8 oz. for 64¢	6 oz. for 66¢
8.	8 sq. ft. for 72¢	4 sq. ft. for 36¢	5 sq. ft. for 40¢
9.	8 items for 64¢	9 items for 81¢	2 items for 20¢
10.	11 oz. for 99¢	12 oz. for 96¢	10 items for 90¢
11.	5 items for 25¢	6 items for 24¢	7 items for 21¢
12.	4 oz. for 88¢	3 oz. for 69¢	2 oz. for 48¢

FIND THE UNIT PRICE: To find the unit price, divide the price by the number of units. MODEL: 3 oz. for 72¢

$$3\overline{)72¢} = 24¢$$

6
12
12

24¢/oz.

1.	6 oz. for 84¢	7 oz. for 98¢	3 oz. for 51¢	4 oz. for 68¢
2.	8 oz. for 96¢	2 oz. for 92¢	5 oz. for 70¢	9 oz. for 99¢
3.	1 lb. for 32¢	2 lbs. for 96¢	16 oz. for 64¢	3 lbs. for 96¢
4.	64 oz. for 64¢	19 oz. for 76¢	24 oz. for 72¢	30 oz. for 90¢
5.	32 sq.ft. for 96¢	8 sq.ft. for 96¢	4 sq.ft. for 96¢	2 sq.ft. for 96¢
6.	3 oz. for 75¢	25 oz. for 75¢	15 oz. for 75¢	32 oz. for 64¢

FIND THE BEST BUY: Find which has the <u>lowest</u> unit price

7.	3 items for 42¢	6 items for 72¢	12 items for 96¢
8.	24 sq.ft. for 72¢	12 sq ft. for 48¢	18 sq.ft. for 72¢
9.	2 lb. for 96¢	1 lb. for 64¢	8 oz. for 32¢
10.	14 items for 64¢	15 items for 45¢	12 items for 48¢
11.	2 oz. for 72¢	3 oz. for 99¢	1 oz. for 35¢
12.	5 lb. for 80¢	6 oz. for 12¢	2 lb. for 64¢

I. D and II. D Answers

I. D Practice

	(a)	(b)	(c)	(d)
1.	4¢/oz.	21¢/oz.	10¢/oz.	6¢/oz.
2.	6¢	7¢	12¢	32¢
3.	9¢	3¢	2¢	6¢
4.	22¢	7¢	9¢	32¢
5.	41¢/oz.	11¢/oz.	6¢/oz.	21¢/oz.
6.	4¢/oz.	8¢/oz.	9¢/oz.	11¢/oz.

I. D Find the Best Buy

7.	12¢/oz.	8¢/oz.	11¢/oz.	8¢/oz.
8.	9¢	9¢	8¢	8¢/sq.ft.
9.	8¢	9¢	10¢	8¢/item
10.	9¢	8¢	9¢	8¢/item
11.	5¢	4¢	3¢	3¢/item
12.	22¢	23¢	24¢	22¢/oz.

II. D Practice

1.	14¢/oz.	14¢/oz.	17¢/oz.	17¢/oz.
2.	12¢/oz.	46¢/oz.	14¢/oz.	11¢/oz.
3.	2¢/oz.	3¢/oz.	4¢/oz.	2¢/oz.
4.	1¢/oz.	4¢/oz.	3¢/oz.	3¢/oz.
5.	3¢/sq.ft.	12¢/sq.ft.	24¢/sq.ft.	48¢/sq.ft.
6.	25¢/oz.	3¢/oz.	5¢/oz.	2¢/oz.

II. D Find the Best Buy

				Best Buy:
7.	14¢/item	12¢/item	8¢/item	(c) 8¢/item
8.	3¢/sq.ft.	4¢/sq.ft.	4¢/sq.ft.	(a) 3¢/sq.ft.
9.	3¢/oz.	4¢/oz.	4¢/oz.	(a) 3¢/oz.
10.	4¢/item	3¢/item	4¢/item	(b) 3¢/oz.
11.	36¢/oz.	33¢/oz.	35¢/oz.	(b) 33¢/oz.
12.	1¢/oz.	2¢/oz.	2¢/oz.	(a) 1¢/oz.

FIND THE UNIT PRICE: To find the unit price, divide the price by the number of units. MODEL: 3 oz. for $3.60 = $3\overline{)\$3.60}$ = $1.20/oz.

1.	4 oz. for $1.20	6 oz. for $1.80	8 oz. for $2.40	5 oz. for $4.00
2.	4 oz. for $4.12	3 oz. for $6.30	7 oz. for $4.97	9 oz. for $9.99
3.	9 sq.ft. for $.81	6 sq.ft. for $.42	8 sq.ft. for $.72	2 sq.ft. for $.84
4.	2 oz. for $.68	2 oz. for $6.80	8 oz. for $6.40	3 oz. for $.96
5.	5 items for $5.25	5 items for $.25	5 items for $5.00	5 items for $.50
6.	7 oz. for $7.70	4 oz. for $8.44	3 oz. for $1.23	8 oz. for $1.60

FIND THE BEST BUY: Find which has the <u>lowest</u> unit price

7.	4 oz. for $1.60	5 oz. for $1.50	6 oz. for $1.80
8.	6 items for $.36	8 items for $.56	9 items for $.63
9.	9 sq. ft. for $1.89	4 sq. ft. for $.80	8 sq. ft. for $1.68
10.	2 oz. for $.68	3 oz. for $.99	1 oz. for $.35
11.	5 items for $.25	6 items for $.36	9 items for $.54
12.	5 oz. for $5.50	4 oz. for $3.68	8 oz. for $6.40

IV. D

FIND THE UNIT PRICE: To find the unit price, divide the price by the number of units. MODEL: 5 oz. for 6¢

$$5\overline{)6.0}\quad 1.2¢$$

$$\begin{array}{r} 5 \\ \hline 10 \end{array}$$

1.2¢/oz.

1.	4 oz. for 10¢	8 oz. for 14¢	5 oz. for 7¢	2 oz. for 3¢
2.	5 oz. for 1¢	8 oz. for 6¢	5 oz. for 2¢	4 oz. for 2¢
3.	16 sq.ft. for 19¢	15 sq.ft. for 35¢	39 sq.ft. for $1.29	42 sq. ft. for $3.98
4.	6 items for 3¢	8 items for 5¢	9 items for 6¢	3 items for 5¢
5.	25 items for $1.29	64 items for $.98	64 items for $1.98	32 items for $2.95
6.	10 oz. for 32¢	100 sq.ft. for $3.20	1000 items for $3.20	100 items for 32¢

FIND THE BEST BUY: Find which has the <u>lowest</u> unit price.

7.	99 items for $1.99	125 items for $2.25	65 items for $1.31
8.	6 oz. for 3¢	14 oz. for 8¢	12 oz. for 7¢
9.	15 oz. for $1.89	8 oz. for $1.05	10 oz. for $1.29
10.	250 items for 98¢	500 items for $1.89	1000 items for $3.29
11.	75 sq. ft. for 65¢	100 sq. ft. for $1.25	1000 sq. ft. for $12.49
12.	8 oz. for 5¢	10 oz. for 6¢	16 oz. for 10¢

III. D and IV. D Answers

III. D Practice

	(a)	(b)	(c)	(d)
1.	$.30/oz.	$.30/oz.	$.30/oz.	$.80/oz.
2.	$1.03/oz.	$2.10/oz.	$.71/oz.	$1.11/oz.
3.	$.09/sq.ft.	$.07/sq.ft.	$.09/sq.ft.	$.42/sq.ft.
4.	$.34/oz.	$3.40/oz.	$.80/oz.	$.32/oz.
5.	$1.05/item	$.05/item	$1/item	$.10/item
6.	$1.10/oz.	$2.11/oz.	$.41/oz.	$.20/oz.

III. D Find the Best Buy

				Best Buy:
7.	$.40/oz.	$.30/oz.	$.30/oz.	(b)or(c) $.30/oz.
8.	$.06/item	$.07/item	$.07/item	(a) $.06/item
9.	$.21/sq.ft.	$.20/sq.ft.	$.21/sq.ft.	(b) $.20/sq.ft.
10.	$.34/oz.	$.33/oz.	$.35/oz.	(b) $.33/oz.
11.	$.05/item	$.06/item	$.06/item	(a) $.05/item
12.	$1.10/oz.	$.92/oz.	$.80/oz.	(c) $.80/oz.

IV. D Practice

1.	2.5¢/oz.	1.75¢/oz.	1.4¢/oz.	1.5¢/oz.
2.	.2¢/oz.	.75¢/oz.	.4¢/oz.	.5¢/oz.
3.	1.18¢/sq.ft.	2.33¢/sq.ft.	$.03/sq.ft.	$.09/sq.ft.
4.	.5¢/item	.625¢/item	.666¢/item	1.66¢/item
5.	$.051/item	$.015/item	$.03/item	$.092/item
6.	3.2¢/oz.	$.032/sq.ft.	$.0032/item	.32¢/item

IV. D Find the Best Buy

				Best Buy:
7.	$.02/item	$.018/item	$.02/item	(b) $.018/item
8.	.5¢/oz.	.57¢/oz.	.58¢/oz.	(a) .5¢/oz.
9.	$.126/oz.	$.131/oz.	$.129/oz.	(a) $.126/oz.
10.	$.0039/item	$.0037/item	$.0032/item	(c) $.0032/item
11.	$.0086/sq.ft.	$.0125/sq.ft.	$.0124/sq.ft.	(a) $.0086/sq.ft.
12.	.625¢/oz.	.6¢/oz.	.625¢/oz.	(b) .6¢/oz.

COMPUTERIZING SUPERMARKET CHECK-OUT

CBAE Activities	ABE Skills
Student reads article on Universal Product Code	Reading
Student answers written questions which reinforce comprehension	Reading Writing Problem solving
Student answers factual questions which explain the concept of UPC	Reading: finding facts drawing conclusions main idea
Student summarizes advantages, disadvantages, and opinions about UPC	Problem solving Reading: drawing conclusions main idea finding information
Student (in oral or written discussion) forms an opinion on the benefits and/or drawbacks of this system	Problem solving Writing Speaking/Listening
Student locates and identifies Universal Product Code on actual labels	Problem solving

Computerizing Supermarket Checkout

A laser beam "reads" a series of lines, bars, and numbers called the Universal Product Code and a computer identifies the customer's purchase and "rings up" the correct price. This could cut the time the customer spends in line at the supermarket, but consumer and labor groups aren't convinced that computerized checkout is an idea whose time has come.

by Irene Malbin

UPC. These letters do not stand for a new government agency, a new chemical, or a new football league. They are shorthand for "Universal Product Code." Supermarket shoppers across the Nation are seeing the UPC symbol on the packages of all kinds of products, from food to paper towels to detergents to over-the-counter (nonprescription) drugs. The symbol consists of many closely spaced lines, bars, and numbers and will be popping up on more and more items as time goes by.

The lines and bars in the code symbol are unique to that product and can be read by a computer.

When the customer reaches the checkout stand, the clerk slides the product, UPC side down, over a scanning device which uses a laser beam. As the product is passed over the scanner, a message is sent to the store's computer, which identifies the item, "rings" it up on the computer terminal at the checkout counter, and prints a description of the item and the price on the customer's receipt. In addition to identifying the product, the UPC, when used in conjunction with a computer, also can function as an automated inventory system. The computer can tell management how much of a specific item is on hand, how fast it is being sold, when and how much to order, and community buying patterns.

The UPC symbol itself does not contain the price, only information about the name, manufacturer, and size of the product. The computer is programmed to reflect the current price. For chain stores, price information can be stored in a central computer serving an entire city or similar geographic area. The central computer will feed data to smaller computers located in each of the chain's stores.

This means that a supermarket firm can keep an exact, up-to-the-minute inventory of all UPC items in each store using the system, and an overall inventory for all the outlets served by the central computer. The manager of an individual outlet, by using the small computer in the store, can tell exactly how much money should be in cash registers at any given time, the dollar amount of sales handled by each clerk, and which products are moving fastest off the shelves.

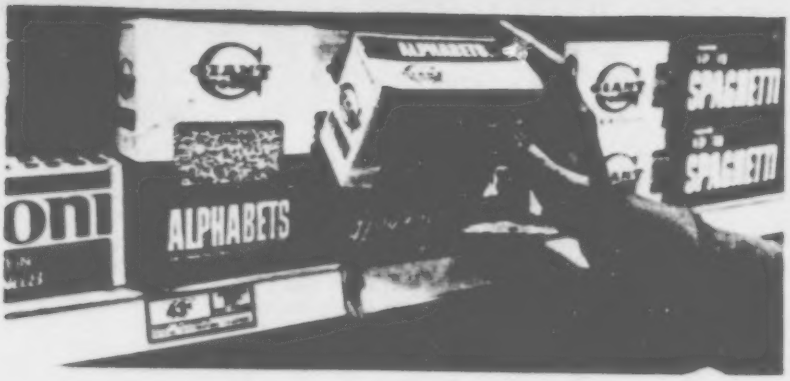
Under the UPC system, each item is rung up separately. The computer can be programmed, however, to permit volume discounts, such as an item that is priced at "3 for 29 cents." In this instance, the computer would charge 10 cents for the first and second items, but 9 cents for the third. The computer also can be programmed to permit the use of food stamps and special promotional campaigns such as "cents-off" coupons that are acceptable as partial payment for certain products.

The kind of cash register receipt the customer gets at the checkout counter will vary somewhat, depending on the type of computer-assisted system used. In one system installed in the Washington, D.C. area, the customer sees the brand name and price of each item flashed on an electronic screen as it is rung up at the checkout counter and the brand name and price also is printed on the receipt. Not all systems show the name of the product on the receipt, however.

All this new technology and equipment does not come cheap. The supermarket industry estimates that it costs about $100,000 per store to set up the computerized UPC checkout system, but maintains that the equipment ultimately will more than pay for itself through increased operating efficiency and that the savings could be passed on to the consumer in the form of lower food prices.

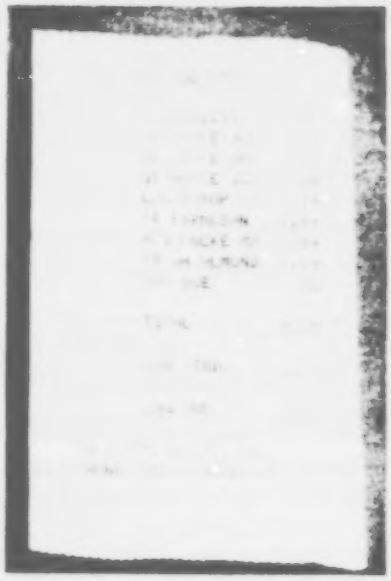
The major supermarkets and the food manufacturers, processors, and distributors have agreed on the design of the UPC symbol and on the technology needed to make it work. But the system is not being implemented without controversy. Consumer and labor groups have raised a number of questions and issues. Among them:

- CHECKOUT SPEED: Industry contends that the checkout process will be much faster and that each checker will be able to handle more customers. Consumer and labor groups see a potential for increased checkout speed, but say the supermarket may use the faster-moving lines as a justification for reducing the number of checkout stands. If this happens, the result would be faster-moving but



The most controversial aspect of the UPC system is item pricing. Supermarkets contend that they can achieve maximum savings from the system only by eliminating the practice of having store employees stamp the price on each item. The industry points out that the price of each product is posted on the shelf under the product and, in some systems, is flashed on the monitor when the item is checked out. Consumer groups argue that elimination of item pricing will make it much more difficult for shoppers to compare prices of various products.

In some UPC systems there is an electronic monitor at the checkout counter that is visible to the customer and that flashes a description and the price of each item as it is passed over the scanner. All the systems produce itemized receipts, but the amount of information on them differs. Some receipts show the price, size, type, and brand name of each item purchased, while others may show only the price and the type of product, such as meat or milk, but not the brand or size.



longer lines—with little or no time saved by the customer.

• CHECKOUT ERRORS: Industry says that because most of the prices will be "rung up" on the register automatically by the computer, there will be fewer errors caused by the clerk ringing up the wrong price. Those opposed to the system agree that fewer errors of this type will occur, but say that the information fed into the computer could be wrong, or the computer could malfunction. They also argue that price increases may be coded into the computer before the price posted on the shelf or stamped on the product is changed. Thus, consumers would pay more than the posted price and may not be aware of the difference.

• SALES RECEIPTS: Some computer assisted checkout systems produce receipts that show the price, size, type, and brand name of each product purchased. With this system the consumer can save the receipts and check back on past prices and also check prices among stores. If the system does not have this feature, then the customer is no better off than with the familiar cash register receipts that show prices and sometimes the type of product, such as meat or produce, but not the brand or size.

• CHECK CASHING: Because the computer can store information on regular customers, a check can be approved immediately. Consumer advocates agree that this would save time but are concerned that this information might be sold to credit bureaus or direct mail houses.

• ITEM PRICING: This is the most controversial part of the system. Industry maintains that to make the most efficient use of and achieve the maximum savings from the UPC computer checkout system prices no longer should be stamped or otherwise marked on individual items. The industry wants to continue the practice of placing the price on the shelf under the product to which it applies, but eliminate the price on each item. Industry points out that in addition to being posted on the shelf, the price of each item appears on the cash register receipt and, in some UPC systems, is flashed on the elec-

tronic monitor at the checkout counter. This should provide the consumer with sufficient price information, industry says.

The Consumer Federation of America (CFA) calls the proposed elimination of item pricing "a new supermarket ripoff" and charges that package price information is second only to supermarket cleanliness as a consumer desire. If prices are not placed on individual items, the Federation says, shoppers will have difficulty comparing the price of various products —such as canned vs. frozen vs. fresh—since these are in separate parts of the store and the customer would have to remember a shelf tag price instead of being able to look at the package. Also, the rapid checkout and bagging could make it difficult for the purchaser to keep up with the price information being flashed on the monitor at the checkout counter.

Other consumer objections are that prices placed on very high or very low shelves will be hard to read, and that unless the shelves are kept neat the customer may not know which posted price refers to which product.

Some consumers also complain that if the price is not stamped on each item, they will not be able to compare the current price of a product with what it cost the last time they purchased it unless they save their register receipts. Even these receipts will not make price comparisons possible unless they include information on the brand and size of the products purchased.

The result, CFA feels, will be reduced price consciousness by consumers, a tendency that can lead to wasteful buying practices.

Supermarket firms estimate that use of the UPC system would result in monthly savings to the company of $10,000 per store or $120,000 per year. The supermarkets say that if they eliminate marking prices on individual items food prices may not go up as quickly and, in some cases, may be stabilized. CFA estimates savings to the industry at considerably less than $10,000 per store, per month. It says that if item pricing is eliminated a supermarket with annual sales of $3 million would save $34,700 per year by using the UPC system. The same store would save $23,000 if it continued to mark the price on each item, CFA contends. The weekly difference in savings—$225—is worth it to the store to satisfy consumer desire for price information, CFA believes.

One chain, Giant Food, is conducting an experiment in two stores in Maryland that are equipped with the UPC system. One store is continuing to use item pricing; the other is not. The stores are similar in size. At the end of the year, the company will evaluate consumer reaction to both systems and compare costs benefits to the company.

Four States, California, Connecticut, Massachusetts, and Rhode Island, and the city of Chicago have adopted laws requiring the posting of prices on each item. Several other States and cities are considering such laws. The supermarket industry says it should be given a chance to try out a system without prices on packages. Consumer advocates fear that if item pricing is once eliminated it will never be brought back.

As the agency with primary authority over food labeling, FDA has no objection to use of the UPC on the labels of regulated products so long as its location does not interfere with the placement or clarity of certain required information. Information required by FDA on the label of a food product includes a list of ingredients (except on some standardized foods), the name and address of the manufacturer, the name of the product, net contents, and nutrition information if nutrients are added or a nutritional claim is made for the product.

Because it has regulatory responsibility for certain products that emit electronic rays, including lasers, FDA had to be sure that the laser beam used in the electronic checkout system was safe. FDA has approved the laser beam system as safe both for store employees and customers.

Although it is most often associated with food and related products, the UPC system also can be used on drugs. Under its National Drug Code (NDC), FDA is assigning an identification number to every drug, prescription as well as over-the-counter. This will help FDA to identify all drugs commercially marketed in this country, and to track more effectively drug products that are recalled from the market. A company may voluntarily list this NDC number on the label of the drug. Since the NDC number can be read by the scanners used in the UPC system, the NDC number on a nonprescription drug sold in a computerized supermarket also will be used as the UPC for that product.

Prescription drugs bearing the NDC/UPC number on the label and packaged in the most commonly prescribed sizes could be processed through the computer checkout systems of supermarkets that offer pharmacy services or at drug stores which may adopt computer checkout.

Many medical products, such as crutches, bandages, and similar items, also are sold in supermarkets. Since the National Health Related Items Code established by FDA for these products is compatible with the UPC, they too can be incorporated into computerized checkout systems.

One other use of the compatible NDC/UPC number is in health insurance reimbursement for drug expenses. The pharmacist, instead of filling out the name, quantity, and description of a drug, would only need to put down the NDC/UPC number on insurance forms to provide the insurance company with a complete identification of the drug ordered.

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Public Health Service
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Office of Public Affairs

COMPUTERIZING SUPERMARKET CHECKOUT

1. What do the letters U.P.C. stand for?

2. What does a U.P.C. symbol look like?

3. How is the U.P.C. symbol read?

4. Does the U.P.C. symbol tell the price?

5. How does the computer know what the price of an item is?

6. How much does it cost to install the system?

7. What are some of the possible effects of the U.P.C. system on checkout lines?

8. What kinds of checkout errors could occur?

9. What will be the effect on check cashing?

10. What are some of the disadvantages of the system in terms of item pricing? If the price is no longer stamped on the item, where will it be found? Is this good or bad?

11. Discuss the arguments of the Consumer Federation of America against the elimination of item pricing.

12. What products besides food can be sold using the U.P.C. system?

COMPUTERIZING SUPERMARKET CHECKOUT

1. The letters U.P.C. stand for Universal Product Code.

2. A U.P.C. symbol looks like a series of lines, bars, and numbers.

3. The symbol is read by a computer.

4. The symbol does not tell the price: it identifies the particular item.

5. The computer is programmed to know the price of each item.

6. It costs about $100,000 per store to install the system.

7. The industry claims the checkout process will be faster. Consumer groups say there may be fewer checkout stands, thus longer lines.

8. Possible checkout errors: the computer may be programmed incorrectly, or the computer could malfunction.

9. Check cashing would be easier because the computer can store information about regular customers.

10. The industry wants to eliminate stamping the price on each item. It wants to mark the price on the shelf instead.

11. The Consumer Federation of America objects to the price not appearing on the item. They say that people will have trouble comparing prices if they have to remember a shelf-tag price. It will be harder to compare prices over time. Prices marked on high and low shelves are hard to read. Shelf prices are not always in order, next to the right item.

12. Other items which could be sold using U.P.C. include drugs and medical products.

Worksheet
Shopping
Lesson 8
C. S. C.
p. 7

UNIVERSAL PRODUCT CODE

FIND THE UPC ON THESE LABEL. DOES IT TELL YOU THE PRICE? DOES IT GIVE YOU ANY INFORMATION?

Pathmark

Habichuelas Blancas

0 41240 10953

INGREDIENTS: BEETS, WATER AND SALT.

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SUPERMARKETS GENERAL CORPORATION
WOODBRIDGE, N.J. 07095

691

0 41240 13009

Send your name and address, with 25¢ for postage and handling to MAZOLA CORN OIL, Dept. OTL, Box 307, Coventry, Ct. 06238

1-1/2 U.S. QUARTS (1.419 LITERS)

0 48001 05650 3

cpc International

Good Housekeeping

Milk Recipe Blue Cheese
Artificially Flavored
SALAD DRESSING MIX

Hidden Valley Ranch Blue Cheese dressing mix is a secret blend of hearty spices and blue cheese. It makes a smooth, delicious Blue Cheese salad dressing.

Directions—Makes One Pint

1. In a bowl, put 1 cup mayonnaise and 1 cup milk. Add packet contents.
2. Mix well with wire whip or fork.
3. Refrigerate 30 minutes before serving to allow dressing to thicken. Stir before serving.
4. Store dressing refrigerated in covered container. Dressing will stay fresh 3-4 weeks.

INGREDIENTS: DEXTRINS, BLUE CHEESE SOLIDS, SALT, BUTTERMILK SOLIDS, LACTIC ACID, MONOSODIUM GLUTAMATE, ARTIFICIAL FLAVORS, WHEY, CITRIC ACID, SPICES, DEHYDRATED ONION, DEHYDRATED GARLIC, CASEIN, CELLULOSE GUM, DEHYDRATED PARSLEY, VINEGAR, CALCIUM STEARATE, SOYBEAN OIL.

5 0 71446 1

CAROLINA
ENRICHED RICE
Extra
Long Grain

0 17400 10280

Orange
Juice

92 NET 12 FL. OZS. (354 ml)

0 41240 11412

FIELD TRIP

CBAE Activities	ABE Skills
Student reads advertisement circular and checks for bargains.	Reading Problem solving
Student makes a trip to a supermarket and:	
Finds and interprets unit prices	Problem solving
Compares prices	Problem solving
Compares different brands and sizes	Problem solving
Estimates prices of quantities of items (figuring mentally)	Computation
Compares nutritional value of foods	Reading Problem solving
Compares fresh vs. frozen vs. canned	Problem solving
Checks dating on items	Reading
Finds Universal Product Code on packages	Problem solving
Student accomplishes these activities using activity cards. Student follows directions on card and writes answers.	Reading: main idea following directions Writing

ACTIVITY CARDS (filled in)

What is the most economical brand & size of _____? Would you buy this brand? Why or why not?	What is the most economical brand & size of laundry detergent? Would you buy this brand? Why or why not?
What is the unit price of each size of ketchup? What size is most economical?	What is the unit price of each size of Ivory Liquid? What size is most economical?
Campare the nutritional value and ingredients of: Hi-C and Hawaiian Punch	Compare the nutritional value and ingredients of: oatmeal and Frosted Flakes
Compare for price (using unit price) 3 brands of bread	Compare for price (using unit price) a. fresh b. frozen string beans c. canned
Estimate the price of: 5 cans checken noodle soup Don't multiply: estimate!	Estimate the price of: 6 lbs. onions Don't multiply: estimate!

ACTIVITY CARDS (blank - make up your own problems!)

What is the most economical brand & size of _____? Would you buy this brand? Why or why not?	What is the most economical brand & size of _____? Would you buy this brand? Why or why not?
What is the unit price of each size of _____? What size is most economical?	What is the unit price of each size of _____? What size is most economical?
Compare the nutritional value and ingredients of: _____ and _____	Compare the nutritional value and ingredients of: _____ and _____
Compare for price (using unit price)	Compare for price (using unit price)
Estimate the price of: Don't multiply: <u>estimate!</u>	Estimate the price of: Don't multiply: <u>estimate!</u>